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ABSTRACT

This document contains articles and reports relevant to the bilingual education programs in the Chicago Public Schools. The booklet includes announcements of cultural and learning activities; projects and opportunities for teachers; articles on bilingual education in America, accountability, and the National Conference on Bilingual Education; poetry by famous authors as well as by students, reports of student assemblies and field trips; and educational games. Items appear in either English or Spanish. (VM)

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May 1972
Eighth Issue

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SPRING: REBIRTH IN EDUCATION

Dear Reader,

We have chosen "Spring: Rebirth in Education" as the theme for our May issue to highlight the many innovative approaches to education today. Whatever the approach, the focus seems to be on "education for values." That is to say, while teaching the "three Rs" is still a main function of the school, educators are emphasizing the need to provide experiences which will help students gain a better understanding of themselves and their society.

Bilingual education is one of the many areas that is being developed. Much has been done and more needs to be done. The article by Theodore Andersson is an excellent review of the historical background of bilingual education. The article by K. Balasubramonian discusses the importance of systematic evaluation for the improvement of any program. The report on the recent National Conference in Austin, Texas, presents an overview of current efforts on behalf of bilingual education. We hope you find these articles informative and helpful.

In this last issue for the academic year, we wish to thank all those who, through their interest and contributions, have helped to improve the newsletter. We have enjoyed putting it together. The autumn issue will appear soon after the 1972-1973 school year begins. Please send any materials you would like to share to:

Mrs. R. M. Gallagher
Department of Government Funded Programs
Room 1150 - Mail Run #65

Best wishes for an enjoyable summer!

The Editors

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ANNOUNCEMENTS

EDUCATIONAL FACILITIES CENTER OPENS - - -

The Educational Facilities Center located at 223 North Michigan is now open to teachers, students and other educational personnel who can now observe the latest educational programs, equipment and materials being implemented in actual learning environments. Chicago-area students have been selected to attend half-day sessions at EFC to obtain an accelerated learning experience and participate in these learning environments.

MEXICAN EXHIBIT AT MUSEUM OF SCIENCE AND INDUSTRY

A special exhibit and series of theater performances will highlight a month-long program by the Mexican-American community of Chicago at the Museum of Science and Industry beginning May 5. The Mexican folk art and water-colors exhibit, arranged by the Mexican-American Committee on Education through the Smithsonian Institution Traveling Exhibit Service, will be presented in the museum rotunda May 5 through 31. It will feature 230 pieces of folk art and 33 paintings by noted Mexican artists. Included will be papier-mache figures, pottery, Indian costumes, ceremonial jewelry, masks, and clay figures--many having been gathered from remote Mexican villages.

AWILDA OCASIO IS APPOINTED SPANISH DIRECTOR - - -

Senator Daniel P. O'Brien, Democrat from the 13th district, announced the appointment of Miss Ocasio as Executive Director of the Spanish-Speaking Study Commission. The Commission was established to explore the problems of the 800,000 Spanish-Speaking residents of Illinois, and to recommend legislation to the General Assembly. Miss Ocasio, a native of Arecibo, Puerto Rico, is the former administrative assistant to the Director of the Urban Life Department of the Montrose Urban Progress Center. She has also been active in the Spanish Civic Committee of the Latin Coalition and is a former staff member of the Illinois Migrant Council.

HOT-LINE NEEDS VOLUNTEER AIDES - - -

Open Ear, a crisis telephone line for residents of Little Village needs volunteers. Training sessions are being offered on Mondays, 6:30-8:30 p.m. by Dr. J. Newman of Illinois State Psychiatric Institute and Jay Weinstein, psychologist with the Institute for Juvenile Research. Those interested in working on one of the city's few bilingual (Spanish) crisis call lines, should contact Sister M. Cherubin, St. Anthony Hospital, 2375 West 19th Street. The line, which serves the community bounded by 22nd and 31st Streets and Cicero and Western Avenues, is open from 6 p.m. to 1 a.m. on Thursdays and Sundays, and from 6 p.m. to 3 a.m. on Fridays and Saturdays. The phone number is 522-5555. There are presently 20 high school age volunteers.

NEW JANE ADDAMS CENTER TO FOCUS ON EMPLOYMENT FOR LATIN AMERICANS

The Jane Addams Center has started a new Spanish outpost, located at 3352 North Halsted, which will focus on the problems of employment for Latin Americans. Projects will be aimed at job development and upgrading skills. Classes in English for adults are already part of the program and special classes for GED (high school equivalency test) are planned for the near future.

SUMMER ACTIVITIES - - -

The Jane Addams Center, 3212 North Broadway, is planning summer activities for young people. Small group art and crafts activities will be held at the center and on the streets in the area. Staff members will work with Neighborhood Youth Corps members and volunteers to provide enjoyable learning experiences.

Parks Announce Early Start of Summer Programs

In anticipation of the early closing of Chicago's public schools, recreational facilities will be available at least two weeks earlier than originally planned. Beaches will open on Friday June 2. Swimming pools will be open on Friday, June 9. All fieldhouses which can be adequately staffed will operate from 9 A.M. until 10 P.M. and will have play activities, track and field competition, baseball and softball schools, outdoor basketball and other recreation programs.

According to the Director of Public Relations for the Chicago Park District, there is going to be a variety of fun activities at the parks this summer as well as an opportunity to learn about new hobbies and sports. Activities will vary depending on the facilities of the park and needs of the community. For specific information call your local park. One special program for the summer will be the day camps for children seven to twelve years old. Cost will vary from camp to camp, but may be as low as \$3 for the entire six weeks. This money will be used for the many field trips planned.

TITLE III

BILINGUAL-BICULTURAL

CENTER

MAKES THE NEWS

IN

EL TIEMPO

Otras de las actividades que se estan planeado son:
Publicacion de un periodico escrito por los estudiantes y participantes que tratara sobre las actividades del Centro Cultural tanto como lo que ocurre en la comunidad.

Una biblioteca y lugar de estudio para el uso de los participantes que tendra grandes recursos de libros en Ingles y Espanol sobre temas academicos y informacion de interes en la comunidad.

Demostraciones y presentaciones al publico de las creaciones de arte y drama de los participantes.

Películas en Espanol de Mexico y Sur America y informacion sobre el movimiento Chicano y lo que ocurre en Mexico.

Personas interesada en las actividades de este Centro Cultural son invitados a registrarse en St. Ann's de 3:30 a 5:30 p.m. y de las 6:30 a 9:30 p.m. durante esta semana. Si se requiere mas informacion, favor de comunicarse con el señor Tony Vasquez en el numero de telefono 641- 4819 todos los dias de 8:00 a 3:15 p.m.

JUVENTUD EN MARCHA

El Centro Bilingue Bicultural Mexicoamericano empesara sus actividades el proximo lunes diecisiete de abril de las 3:30 p.m. hasta las 9:30 p.m. en St. Ann's School at 1816 sur de la calle Leavitt. Este Centro Mexicoamericano busca satisfacer las necesidades educativas de los barrios mexicanos en las siguientes areas de la ciudad: Pilsen (calle 18), Little Village (calles 26 y 22), y en Back of the Yards (Ashland y la 47).

El objeto del Centro es motivar a los participantes a tomar parte activa en los asuntos educativos de la comunidad. Para este fin todas las actividades del Centro seran desarrolladas por miembros de la comunidad con ayuda de los profesores del Departamento de Educacion de Chicago que ha preparado este programa bajo fondos del Titulo III del acto Federal de programs de escuelas primarias y secundarias.

Las actividades del Centro consistiran de dos programas despues de la escuela regular. El primero es para estudiantes de escuelas publicas y privadas (catolicas, etc.) que empesara a las 3:30 hasta las 5:30 de la tarde. Durante este tiempo se ofreceran clases de ingles, espanol, historia y matematicas basicas. Tambien habra clases para estudiantes que quieren conocer algo mas de su cultura y entender el ambiente urbano para mejor definir su propia identidad. El Centro tambien facilitara instruccion individual para estudiantes que necesitan ayuda con sus materias escolares. Y ademas, habra consejeros que ayudaran a los estudiantes que tengan problemas personales o escolares.

El segundo programa se basara sobre actividades culturales que toman lugar por la noche de las 6:30 hasta las 9:30 p.m. El programa cultural estara abierto gratuitamente para todos los padres de familia tanto como estudiantes de secundaria. Algunas de estas actividades seran:

ESTUDIOS CHICANOS sobre la historia de los mexicanos en los Estados Unidos.

BELLAS ARTES que tratan sobre la musica, pintura, arquitectura y literature de Mexico y Latino America.

BAILE Y DRAMA para el desarrollo, entendimiento, y aprecio de la cultura y tradiciones de Mexico.

IN THE NEWS

Goudy School

On April 14 the Goudy School celebrated Panamerican Day. A special program included songs, dances, art displays, and meals consisting of special ethnic dishes from various countries. The program was well attended and enjoyed by everyone.

Seward School

On May 5 the Seward School celebrated the Mexican victory in the battle of Puebla. The pupils presented an assembly program which included Spanish songs and dances. A later assembly for upper grade pupils included guest speakers. All students were dressed in authentic Mexican costumes. In addition to the programs, a Spanish luncheon was held in the school gym; parents and community members were invited and enjoyed the celebration.

FROM HERE AND THERE

by: Eleanore Hosman

"FELICIDADES" --- DR. COLEMAN :

Dr. Ben C. Coleman of the Department of Foreign Languages at Northeastern Illinois University received the degree of Doctor of Philosophy from the Department of Romance Languages and Literatures at the University of Chicago. His doctoral dissertation -- Afro-Negrismos y Textos Literarios Puertorriqueños: Estudio Lingüístico Cultural -- treats the use of African dialect elements in certain Puerto Rican literary works. The principal goal is to point out positive contributions of his African ancestors in the life and cultures of the Caribbean.

FUN WITH FOREIGN LANGUAGES

The Foreign Language Day House, a non-credit enrichment program, will be operating again this summer at the University of Illinois- for anyone who wants to improve his knowledge of Latin, French, German or Spanish.

Starting June 26, informal group experiences in "living" the foreign language will be held for those students graduating from elementary schools and for high school students who have had one year or more of foreign language instruction.

Visits to ethnic communities with an opportunity to sample the foods and flavor of the culture, plus having fun in foreign languages through skits, games, songs, and music are an integral part of this Day House Program.

For more information and applications, contact: Mr. Edwin Cudecki, Director of Foreign Languages, Room 858, Board of Education Building, Telephone 641-4048.

MORE FUN WITH FOREIGN LANGUAGES

In the Language of Friendship

The establishing of a number of secondary schools in Poland, each with instruction in a foreign language or with an enlarged program of teaching a foreign language, is one evidence of a general tendency to achieve better results in teaching languages. In these schools most subjects are conducted in Polish as well as in the given foreign language. The foreign language is used in everyday communication between pupils and teachers.

Summer language and recreation camps are also part of the program. This activity is sponsored by UNESCO, through its national committees, and in Poland it is supported by the Ministry of Education and Higher Education. In August, 1971 over a hundred pupils of secondary "French" schools in Poznan and Warsaw studied and spent their vacation in Gniezno. Several students and teachers from Compiegne, France, were guests at the camp. Being in daily contact with one another, the young people had the opportunity to share ideas and experiences. They also had a chance to improve their foreign language skills.

(FROM: Poland, May 1972, a magazine published in Polish, English, French, German, Spanish and Swedish. Editor in chief: Jerzy Prorkowski, Koszykowa 6a, Warszawa 1, P.O. Box 310)

From Here and There (continued)

Workshops and Clinics in Ethnic Studies are part of the Illinois Consultation on Ethnicity in Education to be held in the Illinois Room at the Chicago Circle Center, 750 South Halsted, University of Illinois at Chicago Circle, Wednesday May 17, 8:30 a.m. to 8:00 p.m. and Thursday, May 18, from 8:30 a.m. to 5:30 p.m. Contact: David Roth, Coordinator, 105 West Adams, Suite 712, Chicago, Illinois 60603, Phone: (312) 782-2444.

* * * *

A collection of recipes entitled Latin American Cooking is available free from Peoples Gas Light & Coke Co., 122 South Michigan, Chicago, Illinois.

* * * *

El Ojo, a Monthly Chicano Newsletter is available by subscription for \$1.50 per year, paid in advance. Write to: El Ojo, 1700 K Street, N.W. Suite 1207, Washington, D.C. 20006 (20% Discount to educational programs, organizations, libraries and school districts for orders of 25 subscriptions or more and to individuals who order a minimum of 10 subscriptions.)

* * * *

Mayfair College offers English as a Second Language courses at four levels of language proficiency as well as Junior College courses tuition-free to all high school and GED graduates and persons twenty-one years of age or over regardless of previous education. A registration fee of \$10.00 for 8 hours or less and \$20.00 for nine or more hours is payable at time of registration. Phone: 286-1385

* * * *

Free Spanish Films, Lincoln Park Library, 959 West Fullerton.

	Calendario	
May 20	CIUDAD DE LOS NINOS	(103 minutos)
May 27	RAMONA	(93 minutos)

* * * *

HOY

A newsletter from the CABINET COMMITTEE ON OPPORTUNITIES FOR SPANISH SPEAKING PEOPLE for May 1972 included the following articles:
Wanted immediately: Teacher Corps Program Development Specialist, full-time until the end of Cycle VI Teacher Corps Program in August, 1973. Candidate should have a doctorate in Curriculum Development in Elementary Education or be an Education Specialist.
Contact: Adams State College, Alamosa, Colorado

From Here and There (continued)

The Council for Opportunity in Graduate Management Education is offering fellowships in this field for Spanish-surnamed Americans, Afro Americans, American Indians and Asian Americans. They stress development of the analytical and decision-making abilities necessary for creative solutions to complex problems and also the interrelationship between business and other areas of society. Applicants for the COGME Fellowship program are sought from qualified minority groups who aspire to managerial careers in public and private organizations. Applicants must be citizens of the United States, residing in one of the fifty states or in the District of Columbia. Requests for further information about COGME Fellowship should be made to: COGME, Central Plaza, 675 Massachusetts Avenue, Cambridge, Massachusetts 02139.

* * * *

Chicago is represented in the Cabinet Committee by Mrs. Carmen Maymi, who is serving as special consultant in the area of Manpower affairs. She is the former project director of Model Cities programs for a consulting firm.

* * * *

Five-Hundredth Anniversary of Birth of Copernicus

On Sunday May 21, in the Grand Ballroom of the Palmer House a benefit cocktail party was held to unveil a model on the five million dollars Copernicus Culture Center an ethnicity center which will emphasize Polish Culture.

Professor Angel Banois Batalla, a Mexican scholar, recently visited Poland to collect material for his book on Nicolaus Copernicus, which will be published in Mexico, in connection with the 500th anniversary in 1973 of the birth of the Polish astronomer.

* * * *

Some Titles to Add to Your Collection:

O'Brien, Richard J., S.J., (ed), Report of the Twenty Second Annual Round Table Meeting on Linguistics and Language Studies, Georgetown University Press, Washington, D.C. (\$3.95)

Malkoe, Anna Maria, (comp.) A TESOL Bibliography, Abstracts of ERIC Publications and Research Reports, 1969-1970. Teachers of English to Speakers of Other Languages, Washinton, D.C., 1971

Alatis, James E. (ed.) Studies in Honor of Albert H. Marckwardt, Teachers of English to Speakers of Other Languages, Washington, D.C., 1972.

* * * *

From Here and There (continued)

HEW Announces EPDA Institutes in Bilingual Education

Navajo Community College, Chinle 86503. Curriculum Development and training in the Navajo Culture and Language. Teachers and aides (K-12). Navajo Reservation. June 12 through July 20. Dillon Platero.

Prima College, 2202 West Anklam Road, Tucson 85709. Training for College Teachers in Bilingual-Bicultural Education through the Medium of Spanish. Teachers (community college level). Local. Seven weeks in Guadalajara, Mexico and Tucson in summer, follow-up in school year 1972-73. Henry Oyama.

CALIFORNIA

University of California, Center for Chicago Studies, Santa Barbara 93106. Project for the Development of Bilingual Instruction and Training in Chicano Studies Programs. Teachers and teacher trainers (Pre-school--College). National. June 21 through August 13. Jesus Chavarria.

DISTRICT OF COLUMBIA

Division of Instruction, D.C. Public Schools, 415 12th Street, N.W., Washington 20004. Training for Teachers and Aides in Development of a Bilingual School. Teachers and aides (K-6). Local. Academic year. Marcelo Fernandez.

FLORIDA

Dade County School Board, 1410 NE Second Avenue, Miami 33132. Teacher-Training and Coordinating Capability for Schools with Bilingual School Organization in Dade County. Teachers, administrators, teacher trainers and aides (K-12). Local. September 1, 1972 through August 31, 1973. Richard O. White.

ILLINOIS

University of Illinois at Chicago Circle, College of Education, Chicago 60680. Teacher Training for Spanish-medium Teachers in Bilingual Schools. Teachers (1-6). Local. Academic year. Tomas Kabell-Ramos.

NEW MEXICO

University of New Mexico, College of Education, Albuquerque 87106. Leadership Training and Curriculum Development for Bilingual Education Curriculum Specialists (K-6). Regional. August 24, 1972 through May 21, 1973. Dolores Gonzales.

New Mexico State Department of Education, Capitol Building, Santa Fe 87501. Bilingual-Bicultural Teacher Training Program. Teachers and aides (K-6). Regional. June 12 through July 28 in Las Vegas, New Mexico with follow-up in academic year 1972-73. Henry W. Pascual.

From Here and There (continued)

NEW YORK

State University of New York, School of Education, Albany 12203. Bilingual Education Project with Focus on Puerto Rican Children. Teachers (Pre-school--6). Local. July 31 through August 25 for experienced and prospective bilingual teachers, academic year program for experienced teachers. Richard L. Light.

OHIO

Antioch College, Yellow Springs 45387. A project to provide assistance to a developing Mexican American college: Colegio Jacinto Trevino, in Mercedes, Texas to become a bilingual institution. (Trainers of teachers). Southwest. Summer and academic year. Narciso Aleman.

SOUTH DAKOTA

University of South Dakota, College of Education, Vermillion 57069 Bilingual Education in the Lakota Language for Elementary School Children. Teachers and aides (Pre-school--primary). Local. June 12 through August 4. John Bryde and Blossom Keeble.

* * * *

Early Childhood Projects

ALABAMA

Tuskegee Institute, School of Education, Tuskegee Institute 36088. A Regional Training Center for Early Childhood Education. Teacher trainers, teachers and aides (Prekindergarten-primary). Regional. Summer Institute and part-time academic year. June 1972 through May 1973. Frankie G. Ellis.

CALIFORNIA

Sacramento State College, 6000 Jay Street, Sacramento 95819. Program to prepare Bilingual-Bicultural Education Leaders in Early Childhood Education. (Preschool-3). National. Full-time. September 1972 through August 1973. Steven Arvizu.

COLORADO

University of Colorado Medical Center, 4200 East 9th Avenue, Denver 80220. Early Childhood Special Education. Experienced teachers and teacher trainers (Prekindergarten-primary). National. Full-time academic year for experienced teachers and short-term, full-time for teacher trainers. September 1972 through May 1973. John H. Meier.

University of Colorado Medical Center, 4200 East 9th Avenue, Denver 80220. Remote Microteaching of Early Childhood Educators. Teachers and teachers aides (prekindergarten-primary). National. Part-time academic year. September 1972 through June 1973. John H. Meier.

ATLANTA

Atlanta University, 223 Chestnut Street, S.W., Atlanta 30314.
Early Childhood Education Program. Experienced and inexperienced
teachers (Prekindergarten-primary). Two summers plus full-time
academic year. June 1972 through July 1973. James F. Doyle.

KANSAS

University of Kansas, Lawrence 66044. Behavior Analysis for Trainers
of Teachers. Experienced teachers and college faculty. National.
August 1972 through May 1973. William L. Hopkins and Donald R. Green.

MICHIGAN

Oakland University, Box 70, Rochester 48063. Multidisciplinary
Training Project. Experienced and prospective teachers. National.
September 1972 through June 1973. Ronald L. Cramer.

NEW MEXICO

University of New Mexico, College of Education, Albuquerque 87106.
A Cooperative Site ITTT Project Involving Experienced Teachers for
Spanish Surnamed Children. Teacher trainers. Full-time academic
year and summer. September 1972 through August 1973. Marie M. Hughes.

NEW YORK

University of Rochester, Department of Psychology, Rochester 14627.
Specialists in Early Childhood Education. Experienced and
prospective teachers. National. September 1972 through August 1973.
David Elkind.

Syracuse University, 508 University Place, Syracuse 13210.
Laboratory for Innovators in Language - Centered Early Childhood
Curriculums. Experienced and prospective teachers. National.
July 1972 through May 1973. Donald Lashinger.

UTAH

University of Utah, Bureau of Educational Research, Salt Lake City
84112. Evaluation Training Project in Early Childhood Education.
Experienced Teachers. National. September 1972 through June 1973.
Gabriel M. Della-Piana.

* * * *

From Here and There (continued)

EPDA Special Education Project

CONNECTICUT

University of Connecticut, Department of Educational Psychology, School of Education, Box U-64, Storrs 06268. Preparation and Reorientation of Educational Personnel Toward Handicapped Children in Disadvantaged Areas. Experienced teachers, administrators, supervisors, and trainers of teachers (Elementary). Academic year and summer. J.F. Cawley and A.J. Pappanikou.

University of Connecticut, School of Education, Storrs 06268. Teaching the Talented: A Project to Train Personnel for Work With Potential Disadvantaged Youth. Experienced and inexperienced teachers, teacher trainers, administrators, supervisors and pupil personnel specialists. National. Academic year and summer. Joseph S. Kenzulli.

FLORIDA

University of Miami, School of Education, Coral Gables 33124. Training Experienced Teachers in Learning Disabilities. Experienced teachers (K-12). National. Summer and full-time academic year. Philip H. Mann.

KENTUCKY

University of Louisville, School of Education, Louisville 40208 Social Studies and Language Arts Teaching for Handicapped/Disadvantaged Youths. Experienced and inexperienced teachers, Local and National. Full-time academic year and summer. Jack C. Morgan.

TEXAS

Education Service Center, XIII, 816 East 53rd Street, Austin 78751. Training of Educational Teams to Teach the Handicapped in the Regular Classroom. Teachers, administrators, supervisors, trainers of teachers, and pupil personnel specialists (Elementary). Charles Meisgeier.

WISCONSIN

University of Wisconsin and Milwaukee Public Schools, Department of Exceptional Education, School of Education, Milwaukee 53201. Development of School Action High Impact Teams. Experienced and inexperienced teachers, teacher aides (K-12). National. Academic year and summer institute. Terrence Piper.

* * * *

From Here and There (continued)

Training of Teacher Trainers

ILLINOIS

University of Illinois, 337 Administration Building, Urbana 61801. English Education. Doctoral level project for prospective teacher trainers in schools and colleges. (7-12). National. June 1972 through May 1973. Roger G. Clark.

NEW YORK

New York University, 32 Washington Place, New York 10023. Mathematics and Science in Elementary Schools of the Inner-City. College and university faculty at the post-doctoral level. (1-6). National. September 1972 through May 1973. F. James Rutherford.

From Here and There E. Hosman (continued)

TESL/BILINGUAL ACADEMIC YEAR AND
SUMMER INSTITUTES

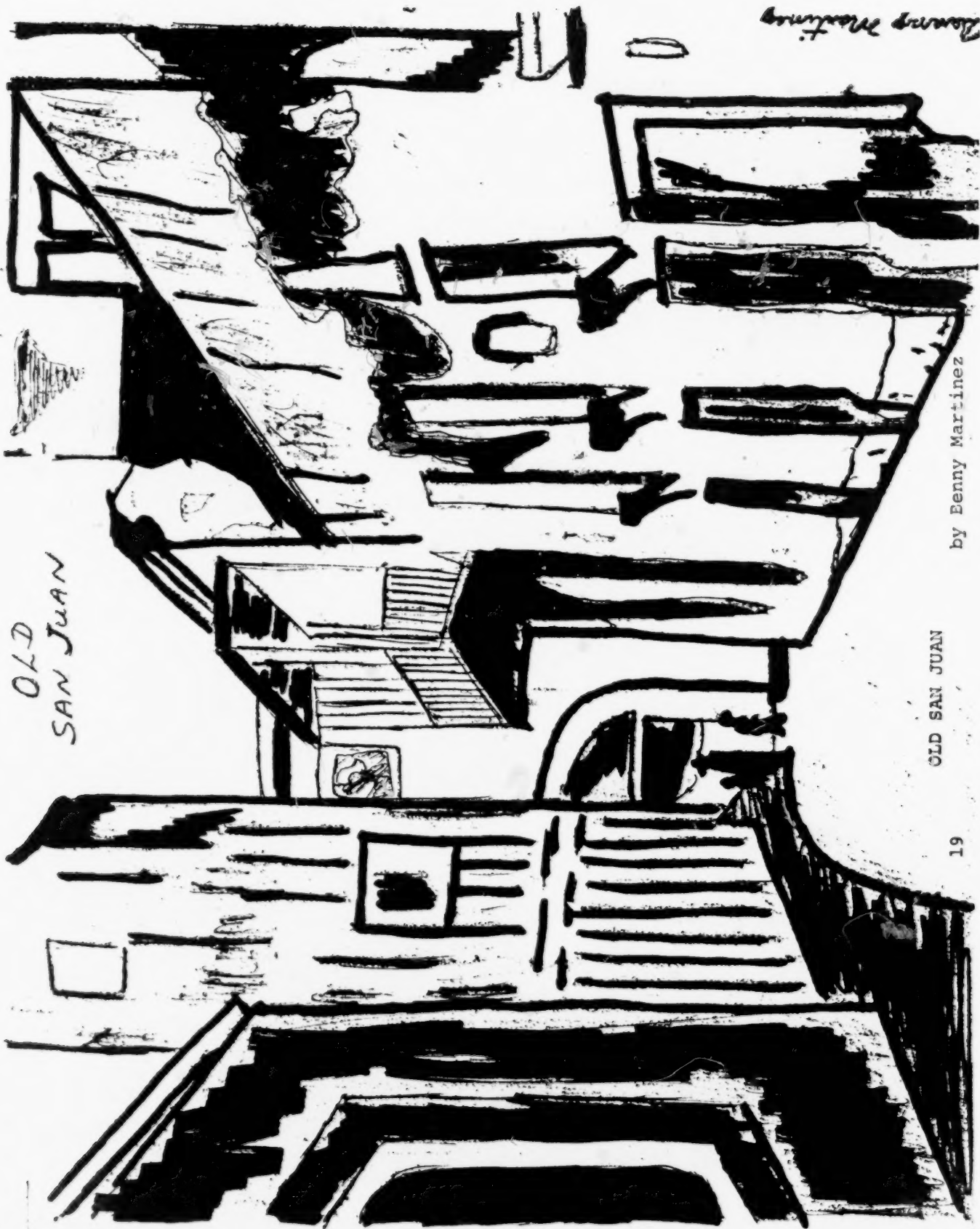


SPONSOR	WHAT and WHERE	WHEN	COST
Georgetown University Contact: Mr. Gustavo Fierro School for Summer and Continuing Education Washington, D.C. 20007	Institute in Spanish Language and Culture Quito, Ecuador	July 3 - August 11	\$415 + transportation 6 credits
University of Oregon in cooperation with Columbian Institute for Advanced Training Abroad and the Ecuador Ministry of Education Contact: Summer Session, 130 Education University of Oregon, Eugene, Oregon	University of Oregon in cooperation with Columbian Institute for Advanced Training Columbia Ecuador	June 25 - July 22 July 23 - August 19	\$949 6 credits gr. or ungr. 1- \$949 6 credits gr. or ungr.
Iberoamerican Cultural Exchange Program Gerald E. Audrand, Director Route 2, Box 252, Sequim, Washington 98382	Iberoamerican Cultural Exchange Program Mexico Central America South America		\$215 1st 6 weeks \$150 each additional 6wk. Expenses not included
University of Portland Contact: Summer Sessions 5000 N. Williamette Blvd. Portland, Oregon 97203	South Pacific Tour Includes: Tahiti, French Polynesia, Dora Bora, and Fiji Islands	June 24 - July 16	\$1325 includes two semester hours credit, transportation, hotels etc. included
DePaul University Educational Participant Internal Culture "Curriculum with the Masters" Contact: Dr. Paul Cates, 2219 North Kenmore, Chicago, Illinois 60624, 1496900 X755	"Curriculum with the Masters" Includes classes & on-site visits to Montessori Schools, Rome; Rousseau Institute, Switzerland; British Infant Schools, London; Edinburgh University; University of Orsy, Paris.	June 27 - July 31	\$1500 6 gr. credit hours (Includes all expenses

CALE "note Coordinators: Rosemary Gannon, 4220 N. Sheridan Road Chicago, Illinois 60613, 281-2841 or Eleanor Hosman, 2218 W. Highland Chicago, Illinois 60659	Workshop in Intensive Spanish Language and Culture and Bilingual Education Cuernavaca, Mexico - Includes 25 hrs. of Spanish instruction weekly. Excursions to Acapulco, Taxco, Pueblo, Mexico City included.	June 8 - June 25 (2:30 p.m. flight from O'Hare airport or June 3 - July 9 or June 22 - July 23	\$365 all expenses-2 wks. \$485 all expenses-4 wks.
Contact: Associate Professor Ann Stokes H 531-13 Sir George Williams University Montreal, 107, Quebec	TESL Summer Institute Sir George Williams University Montreal, Quebec	July 4 - August 12	\$214 Tuition only. credits are included 3-6 credits per course
Contact: TESOL Coordinator English Education Section Temple University Philadelphia, Pa. 19122	Master Degree in TESOL		
Write: Chairman of Dept. of Linguistics Southern Illinois University Carbondale, Illinois 62901	Master of Arts in Linguistics, or EFL		
Contact: Richard Light School of Education SUNY Albany, New York 12222 Tel: (518) 457-8567	Master Degree in Bilingual Education- teachers with native or near-native fluency in Spanish. Graduate Fellow- ship and a summer institute State University of New York at Albany.	4 weeks July 31 - Aug. 25, Academic Year 1972-73	No Cost - Stipends: Summer -\$80 wk. Academic Year - \$3,500 + \$400 per dependent
Arizona State University Contact: Dr. John Nelson Special Education Department Tempe, Arizona ----- San Jose State University Contact: Dr. Beverly Jensen San Jose University San Jose, California	Teacher training in ESL Institute including Oral Language & Reading Read- iness Programs developed by Southwest Cooperative Educational Laboratories Albuquerque, New Mexico as well as Cross-Cultural Comm. and Evaluation Techniques, etc. ESL Institute - Oral Language Prog. Teachers Training in Oral Language Reading Readiness Cultural Communications (Limited Enrollment)	June 12 - June 24 or July 24 - Aug. 6 ----- June 19 - 31	\$400 Tuition 3-4 gr. or under. gr. hours

FOR STUDENTS		OF ENGLISH AS A SECOND/FOREIGN LANGUAGE		
Contact: TESOL Coordinator English Educational Section Temple University Philadelphia, Pa. 19122		Intensive Language - Proficiency Institutes		
Contact: Division of English as Foreign Language School of Languages & Linguistics Georgetown University Washington, D.C. 20007		Academic Year Course - Georgetown University	Sept. 7 - Dec. 22, or Jan. 17 - May 10 8 wks. summer prog. June 26 - Aug. 18	8 cr. per semester \$1050 5 credits \$ 480
Write: Brigham Young University - Dept. of Spec. Courses - 242 Herald R. Clark Building Provo, Utah		Intensive English Program - Courses from beginning level to intermediate. (7 to 10 students per class)	6 hr. day for 6 wk. June 26 - Aug. 4, or 2 hr. day for 8 wk. June 26 - Aug. 18.	

THE END



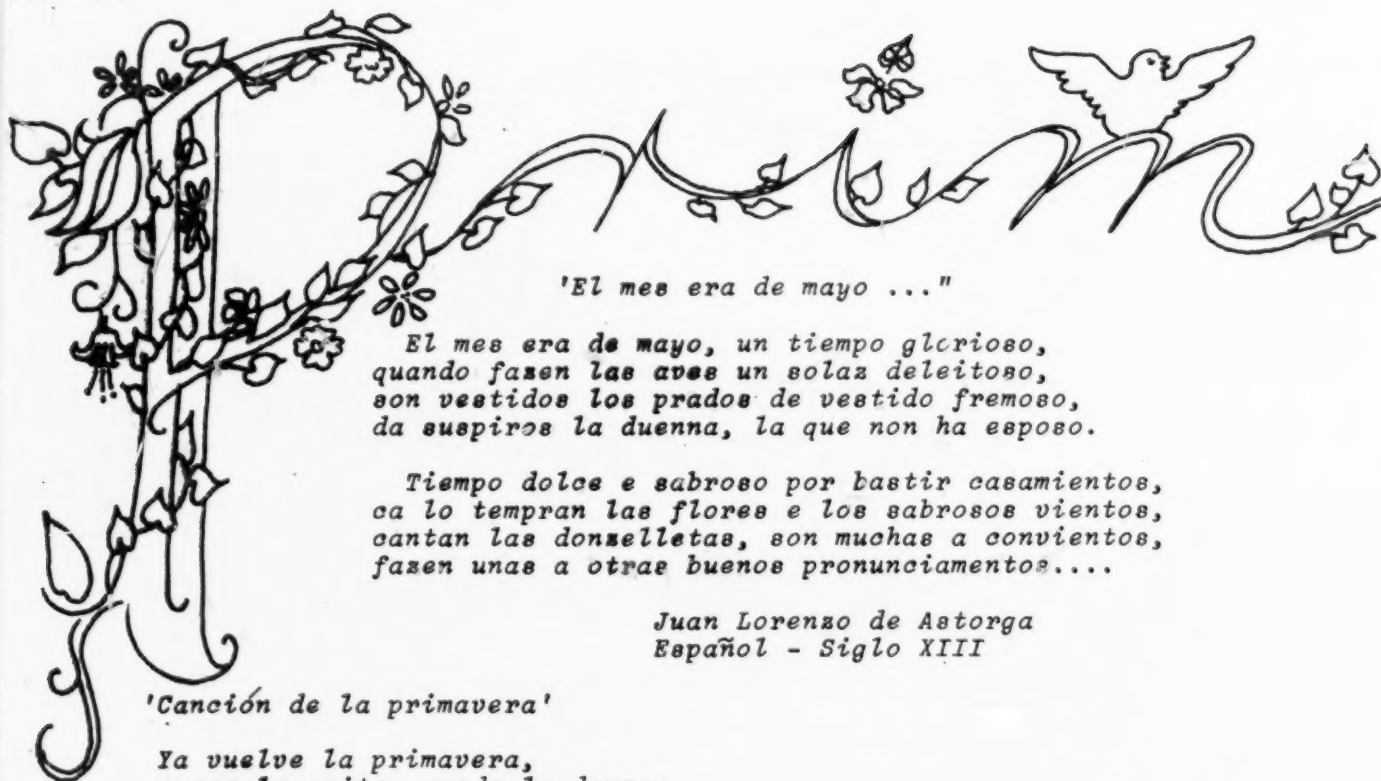
OLD
SAN JUAN

OLD SAN JUAN

19

by Penny Martinez

Jump Meeting



'El mes era de mayo ...'

El mes era de mayo, un tiempo glorioso,
quando fazen las aves un solaz deleitoso,
son vestidos los prados de vestido fremoso,
da suspiros la duenna, la que non ha esposo.

Tiempo dolce e sabroso por bastir casamientos,
ca lo tempran las flores e los sabrosos vientos,
cantan las donselletas, son muchas a convientos,
fazen unas a otras buenos pronunciamentos....

Juan Lorenzo de Astorga
Español - Siglo XIII

'Canción de la primavera'

Ya vuelve la primavera,
suene la gaita, rueda la danza:
tiende sobre la pradera
el verde manto de la esperanza.

Sopla caliente la brisa:
suene la gaita, rueda la danza:
las nubes pasan aprisa,
y el azur muestran de la esperanza.

La flor ríe en su capullo;
suene la gaita, rueda la danza:
canta el agua en su murmullo
el poder santo de la esperanza.
...

Pablo Piferrer
Español (1817-48)

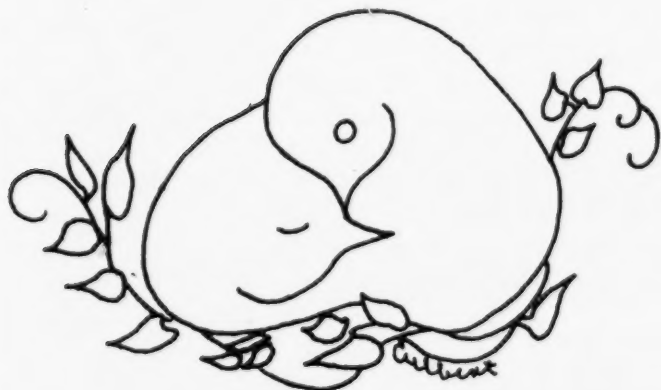
'Primavera delgada'

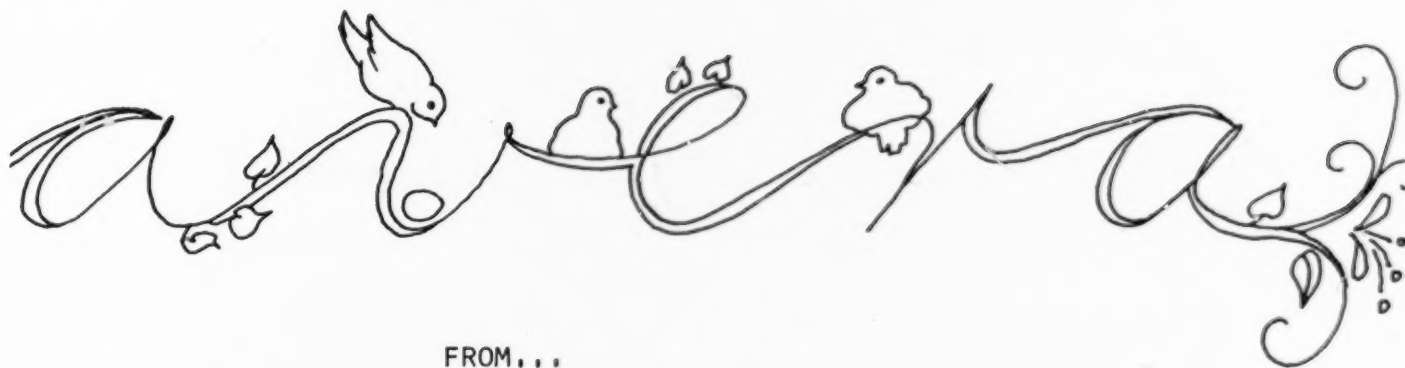
Cuando el espacio, sin perfil,
resume con una nube
su vasta indecisión a la deriva...
¿Dónde la orilla?,
mientras el río con el rumbo
en curva se perpetúa
buscando sesgo a sesgo, dibujante,
su desenlace,
mientras el agua, duramente verde,
niega sus peces
bajo el profundo equívoco reflejo
de un aire trémulo...

Cuando conduce la mañana, lentas,
sus alamedas
gracias a las estelas vibradoras
entre las frondas,
a favor del avance sinuoso
que pone en coro
la ondulación suavísima del cielo
sobre su viento
con el curso ágil de las pompas
que agudas bogan...

¡Primavera delgada entre los remos
de los barqueros!

Jorge Guillén
CANTICO - Valladolid 1903





FROM...

THE RUBÁIYÁT OF OMAR KHAYYÁM

Persian Poet and Astronomer
-11th century-

Come, fill the Cup, and in the fire of Spring
Your Winter-garment of Repentance fling:
The Bird of Time has but a little way
To flutter--and the Bird is on the Wing.

A Book of Verses underneath the Bough,
A Jug of Wine, a Loaf of Bread--and Thou
Beside me singing in the Wilderness--
Oh, Wilderness were Paradise enow!

Yet Ah, that Spring should vanish with the Rose!
That Youth's sweet-scented manuscript should close!
The Nightingale that in the branches sang,
Ah, whence, and whither flown again, who knows!

Look to the blowing Rose about us--"Lo,
Laughing," she says, "into the world I blow,
At once the silken tassel of my Purse
Tear, and its Treasure on the Garden throw."

The Moving Finger writes; and, having writ,
Moves on: nor all your Piety nor Wit
Shall lure it back to cancel half a Line,
Nor all your Tears wash out a Word of it.



*Bilingual Education: The American Experience**

THEODORE ANDERSSON, *Foreign Language Education Center, The University of Texas at Austin*

INTRODUCTION

CANADA AND the United States are both wrestling with problems of bilingual education and both are finding unsuspected obstacles to their solution. A close look at the experiences on both sides of the border is likely to reveal that we have more to learn from Canada than Canada has from us. The presence in Quebec of the International Center of Research on Bilingualism suggests that Canada is in the forefront of bilingual research. The study being published in many volumes by the Royal Commission on Bilingualism and Biculturalism, though it cannot possibly satisfy all colors of opinion, seems to an outsider like a model of objectivity and constructiveness. The founding in 1965 of the Ontario Institute for Studies in Education (OISE) and the inclusion of Bilingual Education among the projects of its Modern Language Center are further evidence of the seriousness with which Canadians are seeking to solve basic problems through educational research. Such educational experiments as those being conducted in Welland, in the French School in Toronto, and in St. Lambert deserve high commendation. Whether or not there are also some modest lessons to be learned from our experience in the United States will have to be left for Canadian educators to determine. I shall merely sketch our experiences and try to point some of the directions in which we seem to be going.

THE PERIOD FROM 1840 TO 1920

The United States experience with bilingual schools falls into two distinct periods, the first from 1840 to 1920 and the second beginning in 1963. A form of bilingual schooling may be said to have originated in Cincinnati in 1840. Cincinnati was one of the many communities in which the majority or a large minority of the population was German-speaking. German immigrants, arriving in waves during the latter decades of the 19th century, often found our common schools inferior to those they had known in Germany. As a result they established private and parochial German schools, which for some decades com-

peted successfully with the public schools despite the fact that German parents had to pay tuition and school taxes. However, it became a matter of increasing concern to native-born Americans that speakers of other languages be assimilated to our speech and way of life. In order to draw German children into the American schools and provide German language schools out of tax monies, the State of Ohio passed a law in 1840 that made it "the duty of the Board of Trustees and Visitors of common schools to provide a number of German schools under some duly qualified teachers for the instruction of such youth as desire to learn the German language or the German and English languages together." In this same year Cincinnati introduced German instruction in the grades as an optional subject and may thus be credited with having initiated bilingual schooling in the United States.

We have fragmentary data on similar bilingual programs in about a dozen other communities, including several of our largest cities, which permit us to conjecture that during this period at least a million American children received a part of their instruction in German as well as in English. Despite the extent and historical importance of this early bilingual schooling, which has been most completely described in various works by Heinz Kloss,¹ it failed to provide an authoritative curriculum model for bilingual education. The truth is that not a single community could boast an effective bilingual program that continued over a long period of time to be adequately supported by the population it served.² We have an excellent account of one program, that of Indianapolis, which lasted 50 years from its inception in 1869 until its demise in 1919—along with that of all German instruction in elementary schools and almost all in secondary schools—as a result of the World War I hysteria. Frances Ellis

*This is a revision and condensation of a paper presented at the Conference on Bilingual Education in Toronto, March 13, 1971, at the Ontario Institute for Studies in Education under the auspices of the Southwest Educational Development Laboratories at the University of Texas, Austin.

This article originally appeared in *The Modern Language Journal*, LV, 7, November 1971, pp. 427-440.

The author, Dr. Andersson, graciously agreed to his article reappearing in *De Todo Un Poco*.

of Indiana University has described the vicissitudes of the Indianapolis program as it fluctuated in quality and support.³

In attempting a balance sheet for this early period of bilingual education we must recognize that the many negative features outweigh the occasional successes. All too often the bilingual program rested on the political pressure of the German element in a community instead of reflecting a shared conviction by English-speaking and German-speaking alike that *all* children stood to benefit from instruction in two languages. Frequently the English-speaking citizens were merely tolerant, not really convinced of the educational benefits of two languages, and then only if the cost remained moderate. The school board and the school administrators tolerated a program as long as an efficient supervisor relieved them of the necessity of thinking about it. In a word, the bilingual program—often only a *language program*—was rarely integrated into either the philosophy or the practice of the school or of society. There was no clear resolution of the question of melting pot versus cultural pluralism. Culture was understood in its elitist sense: involving knowledge of grammar, correctness in language usage, a somewhat exclusive emphasis on literature and the arts. Superior quality was rarely achieved in teaching, in teacher training, in curriculum planning, in evaluation, or in community involvement.

THE INTERVAL FROM 1920 TO 1963

Bilingual schooling—in the sense of instruction in and through two languages—disappeared from the United States scene between 1920 and 1963. The 20's, 30's, and 40's were a low period for foreign languages in general, which almost disappeared from the elementary-school curriculum, succumbing to the increased prestige of the social studies. Even so, significant pedagogical advances were made in the 50's and 60's, partly on the model of the Army Specialized Training Program. The theoretical and practical contributions of linguistic scientists, the promotional work of the Foreign Language Program of the Modern Language Association, and the gradual forming of a collective consciousness by language teachers prepared the way for the National Defense Education Act of 1958. The result of these circumstances was a partial recovery for the

teaching of foreign languages, but still there was no suggestion of bilingual education until 1963.

THE PERIOD FROM 1963 TO 1968

The contemporary period of bilingual schooling in the U.S. was inaugurated in the Coral Way Elementary School, Dade County, Miami, Florida. Here, in 1963, was initiated in grades 1, 2, and 3 a real bilingual program, supported by a grant from the Ford Foundation. The school population was about equally divided between English speakers and Spanish-speaking Cuban children. Parents were offered a choice between the traditional all-English program and bilingual program in which about half of the teaching would be done in Spanish by experienced Cuban teachers. All the English-speaking parents and all but a sprinkling of the Cuban parents opted for the bilingual program, and by the end of the first year the preference for the bilingual program was so nearly unanimous that it was not necessary the second year to continue the all-English curriculum.

During half of the school day subjects are taught in the pupils' native language—in Spanish to Spanish-speaking children by Cuban teachers and in English to English-speaking children by native American teachers. During the other half of the school day, the concepts which have been introduced in the native language are reinforced in the pupils' second language. Once the children have acquired adequate control of the second language, concepts are introduced in the native language of the teacher regardless of the native language of the student. From the beginning the children are mixed on the playground and at lunch, in music and art, and are free to speak in either language.⁴

In 1968 Mabel Wilson Richardson reported an evaluation of this program:⁵

The bilingual program of study was relatively as effective for both English- and Spanish-speaking subjects as the regular curriculum in achieving progress in the language arts and in arithmetic. In other words, the experimental subjects were not handicapped in academic achievement in English by studying and learning through a second language for approximately half of each school day.

It must be noted here that, in addition to performing as well as the control groups in the reg-

ular curriculum, the English-speaking pupils were learning a second language and the Spanish-speaking pupils were learning to read and write their native language.

In 1964 the United Consolidated Independent School District in Webb County, outside of Laredo, Texas, initiated a locally supported bilingual program in all the first-grade classes of the Nye Elementary School, and in 1966 extended the program to the other two schools of this sparsely populated district, the area of which equals that of the state of Delaware. As in Dade County, the program is completely and equally bilingual but uses only bilingual teachers, who teach all subjects in both languages, moving back and forth from one language to the other but without direct translation. A comparison of learning in mathematics before and after the start of the program, conducted by Bertha Alicia Gámez Treviño,⁶ revealed that both English-speaking and Spanish-speaking children learned mathematics better bilingually (through Spanish and English) than monolingually (through English alone).

A second Texas program was begun in 1964, in the San Antonio Independent School District, under the direction of Thomas D. Horn of the University of Texas at Austin. Originally designed as a reading readiness program in English, this project had one stream of Mexican-American children who were taught self-concept and science concept orally in Spanish, each for about 30 minutes a day. In 1967 the bilingual approach was given increased emphasis in a new start in grades one and two. Self-concept, mathematics, science, and social studies were taught in Spanish in selected classes for as much as 80 minutes a day. The outcome fell short of the ideal, however, for it was difficult to find teachers who were both convinced of the value of Spanish as a medium of instruction and able to teach this varied subject matter in Spanish. Great efforts have gone into evaluating the experiment, but results have not been gratifying. Not even administrative favor and the financial support of two successive Bilingual Education Act grants have been able to counterbalance the shortage of adequately prepared teachers and the indifference of parents and general public.

In the two or three years prior to the passage of the Bilingual Education Act of 1968 about a dozen locally supported bilingual programs were

initiated in Texas—in Del Rio, Del Valle, Edinburg, La Joya, Laredo, McAllen, Mission, the Edgewood and Harlandale Districts of San Antonio, and Zapata—and perhaps an equal number in the other Southwestern states—in Las Cruces, Pecos, and Silver City, New Mexico; in Fort Defiance, Kayenta, Rock Point, Rough Rock, and Tucson, Arizona; in Calexico, Marysville, and Stockton, California; among others. In these, one may find examples of outstanding individual teaching, of solid support by individual administrators, of occasional public interest or political pressure, but it is rare indeed to find in any single program all of the conditions needed for success. And efforts to evaluate results have been only desultory.

It seems doubtful therefore that bilingual schooling, however sound it may be in theory, could have prospered without the federal support provided through the Bilingual Education Act of 1968. Just as U.S. Commissioner of Education Earl J. McGrath had thrown his influence behind the incipient FLES movement of 1952, so Senator Ralph W. Yarborough of Texas threw his crusading spirit behind bilingual education and was able to bring about the triumphant passage of the Bilingual Education Act—with what effect we shall see.

THE BILINGUAL EDUCATION ACT OF 1968

On January 17, 1967, a historic bill (S. 428) was introduced in the Senate of the U.S. by the senior senator from Texas together with seven other senators as co-sponsors. This, the first bilingual education bill of this scope ever to be introduced in the Congress of the United States, recognized and aimed to redress the traditional miseducation of children whose home language is other than English. On January 2, 1968, President Lyndon B. Johnson signed into law the Bilingual Education Act, with the words, "Thousands of children of Latin descent, young Indians, and others will get a better start—a better chance—in school. . . . What this law means, is that we are now giving every child in America a better chance to touch his outermost limits—to reach the farthest edge of his talents and his dreams. We have begun a campaign to unlock the full potential of every boy and girl—regardless of his race or his region or his father's income."

How can one explain that this bill, which only five years earlier would have been inconceivable, should now win the overwhelming approval of Congress? What in historical perspective seems like a sudden about-face in our educational policy was of course the result of a lucky confluence of social, economic, and political forces and of extensive research. Let us consider the social context and the research which help explain the Bilingual Education Act, before considering its main features.

THE SOCIAL CONTEXT

As noted earlier, World War II dramatized the inability of our armed forces to communicate with our Allies or others in any language but English. Made suddenly aware of the dangers represented by such deficiencies, our government quickly organized the Army Specialized Training Program for the purpose of teaching selected service men by the most intensive methods how to understand and speak other languages. The irony of teaching foreign languages to adults, expensively and inefficiently, while missing the opportunity to maintain and cultivate the linguistic competence which millions of our American children acquire by the accident of birth was not lost on such educators as William R. Parker and Bruce Gaarder. At the same time large numbers of our service men who had personally experienced linguistic shortcomings returned home from Europe and Asia convinced that our schools should do something to repair such deficiency, for their children at least.

Another dramatic impact on our national thinking was made by Sputnik, reminding us that in the field of science too we were far from self-sufficient. We have the Russians as much as anyone to thank for the National Defense Education Act—a forerunner of the Bilingual Education Act—with its tremendous support of education, not only in science and mathematics but also in foreign languages.

Following our Supreme Court's decision of 1954 to desegregate education, our minority groups and those sympathizing with them became more and more active. We became increasingly conscious of the fact that not only segregation but also poverty and linguistic deficiency played an important role in our educational shortcomings. The dialects of English spoken by

Blacks were studied and compared with standard English. Special techniques were developed for teaching of English as a second dialect and, in the case of non-English speakers, as a second language.

"Imagine the situation," writes Senator Yarborough, "that confronts a certain youngster from my part of the country. A youngster spends his formative years in the warm, friendly environment of his family and friends—an environment in which Spanish is spoken. At the age of 5 or 6 he is taken to school. What a profound shock he encounters the first day there, when he is made to know in no uncertain terms that he may speak no Spanish at school. He must speak English, a language which he scarcely knows, both in the classroom and on the playground. If he is caught speaking Spanish, he will be punished."⁸

The close correlation between inability in English and educational deficiency was revealed with special vividness by a Texas Education Agency *Report* of 1957,⁹ which showed that the average Spanish surnamed Texas child was at that time spending three years in the first grade and was dropping out of school before reaching the fifth grade (4.7). The per capita income of "Anglos" in Texas in 1959 was \$4,137, that of Spanish-surnamed Texans \$2,029.¹⁰

As the public conscience has gradually become sensitive to the educational predicament of our poor and our Blacks, so have we begun to understand the special disadvantage of our Mexican-Americans, Puerto Ricans, Cubans, Portuguese, Chinese, American Indians, Eskimos, and other ethnic groups. Certain educational leaders and researchers have played an important role in educating public opinion.

RESEARCHERS AND OPINION MOLDERS

Public concern for bilingual education has also been partly stimulated and partly directed by numerous investigators and promoters, of whom I shall cite only a few.

Heinz Kloss, who has been mentioned as a close observer of the early period of bilingual education in the United States, began his publication on this subject in 1937 and is still active in his research.¹

Werner F. Leopold is the author of a classic four-volume study of the bilingualism of an indi-

vidual child, his daughter, as well as the writer of other studies.¹¹

Einar Haugen's investigation also extends over several decades, having begun in 1938 and continuing until the present. Among his numerous studies¹² are a two-volume work on *The Norwegian Language in America: A Study in Bilingual Behavior*, a study of *Bilingualism in the Americas: A Bibliography and Research Guide*, and a 139-page article in press on "Bilingualism, Language Contacts, and Immigrant Languages in the United States: A Research Report, 1956-1970."

Another basic study of an ethnic group in America is Leonard Covello's *The Social Background of the Italo-American School Child* (1967).¹³

Herschel T. Manuel's¹⁴ *Spanish-Speaking Children in the Southwest*; Thomas B. Carter's¹⁵ *Mexican-Americans in School*; and the study by Leo Grebler,¹⁶ Joan W. Moore, and Ralph C. Guzmán, entitled *The Mexican-American People* are three solid studies of our most numerous non-English speaking group. Fundamental research has also been done by Uriel Weinreich,¹⁷ Susan Ervin-Tripp,¹⁸ Dell Hymes,¹⁹ Nancy Modiano,²⁰ John Gumperz,²¹ and Muriel Saville and Rudolph Troike.²²

Promoter ~~for~~ ^{of} excellence of bilingual education, Senator Ralph W. Yarborough²³ of Texas, spoke and wrote eloquently on the subject. In addition, as Chairman of the Special Subcommittee on Bilingual Education of the Committee on Labor and Public Welfare of the United States Senate, he arranged numerous hearings on his proposed bilingual education bill. The testimony of well over a hundred witnesses has been recorded in two volumes, which are a mine of special information and a reflection of the ground swell in favor of bilingual education.

The promotional work and research of various organizations should also be mentioned. The Southwest Council of Foreign Language Teachers, which later changed its name to the Southwest Council on Bilingual Education, began holding meetings in 1964 and has issued reports on various aspects of bilingual education ever since 1965.²⁴ The National Education Association, throwing the enormous influence of its huge membership behind bilingual education, organized in 1966 a conference on this subject and published reports.²⁵ The Texas Education

Agency²⁶—and undoubtedly several other state departments as well—has organized conferences on behalf of bilingual education, and the Southwest Educational Development Laboratory²⁷ sponsored in 1968-69 a comprehensive study of bilingual schooling in the United States.

The need for informational and promotional work has also been recognized on the federal level by the establishment in 1967 of the Mexican-American Affairs Unit in the U.S. Office of Education with Armando Rodríguez as its first chief. In 1970 the scope of this unit was changed as it became the Office for Spanish Speaking American Affairs, with Gilberto Chávez as Director. In 1967 also, the Inter-Agency Committee on Mexican-American Affairs was established to help solve Mexican-American problems and to bring Federal programs to the attention of Mexican-Americans. In 1969 the name of this Committee was changed to Cabinet Committee on Opportunity for the Spanish-Speaking, Antonio (Tony) Rodríguez, Director, and the responsibility correspondingly enlarged.

I have personally saved for the end mention of the names of two men who combine the gifts of scholarship and promotion. They have frequently collaborated. When Bruce Gaarder was director of Language Research in the U.S. Office of Education, Joshua A. Fishman carried out brilliantly one of the most important pieces of research under this program. Fishman's *Language Loyalty in the United States* forms a solid base for much of the investigation and experimentation which has followed. His studies²⁸ are too numerous to detail here but constitute essential reading for the serious student of bilingual education in the United States.

From his vantage point in the U.S. Office of Education, Bruce Gaarder has issued a series of research papers²⁹ and made a number of persuasive public appeals in favor of bilingual education. He and Fishman collaborated on a particularly good, economical statement of the issues involved, at the Northeast Conference on the Teaching of Foreign Languages in 1965.

PROVISIONS OF THE ACT AND OF THE PROJECT MANUAL

What then are the main provisions of the Bilingual Education Act³⁰ and of the *Manual for Project Applicants and Grantees*?³¹ The Act be-

gins with a Declaration of Policy:

In recognition of the special educational needs of the large numbers of children of limited English-speaking ability in the United States, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs. For the purposes of this title, "children of limited English-speaking ability" means children who come from environments where the dominant language is other than English.

This basic statement of purpose forms a natural bone of contention between the assimilationists and the linguistic and cultural pluralists. The Manual elaborates on the Declaration of Policy in carefully guarded terms:

It is intended that children participating in this program will develop greater competence in English, become more proficient in their dominant language, and profit from increased educational opportunity. Though the Title VII, ESEA program affirms the primary importance of English, it also recognizes that the use of the children's mother tongue in school can have a beneficial effect upon their education. Instructional use of the mother tongue can help to prevent retardation in school performance until sufficient command of English is attained. Moreover, the development of literacy in the mother tongue as well as in English should result in more broadly educated adults.

The Act does not explicitly define bilingual education, but the Manual does:

Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same pupil population in a well-organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures.

Programs under the Bilingual Education Act are intended primarily for children of limited English-speaking ability between the ages of 3 and 18. Public schools eligible to receive grants are expected also to make the benefits of the program available to similar children in private or

parochial schools. And English-speaking children are expected to have an opportunity to learn the non-English mother tongue of their classmates.

The bilingual programs suggested in the Act and in the Manual are comprehensive. They may include programs of various designs, the development and dissemination of special instructional materials, early childhood educational programs, adult education, training programs designed for teachers and other, ancillary educational personnel.

Another controversial feature of the Act is the poverty clause, which tends to restrict grants to school districts "having a high concentration of such children from families (A) with incomes below \$3,000 per year, or (B) receiving payments under a program of aid to families with dependent children under a State plan approved under Title IV of the Social Security Act. . . ."

For the support of programs under the Bilingual Education Act the following sums have been authorized, but *not appropriated*: for fiscal year 1968, \$15,000,000; for fiscal year 1969, \$30,000,000; for fiscal year 1970, \$40,000,000; for fiscal year 1971, \$80,000,000; for fiscal year 1972, \$100,000,000; and for fiscal year 1973, \$155,000,000. Despite the authorization, there was no appropriation voted for FY 1968 or FY 1969. For FY 1970 a compromise appropriation of \$7,500,000 was voted, and for FY 1971 the appropriation voted was \$25,000,000, which was reduced by President Nixon to \$21,250,000. And Congress has appropriated \$35,000,000 for FY 1972.

Another significant feature, not of the Act but of the Manual, is the inclusion of a section on Accountability for Results. With the acute limitation of available funds, officials³² in the U.S. Office of Education felt that increasing care had to be exercised to assure the best return on expenditures. Noting that much educational research in the past had resulted in either unmeasured or insignificant results, it was decided to select the Bilingual Education Act for a new type of evaluative procedure. This procedure is described in the Manual in the following terms:

Every local educational agency accepting a grant under Title VII will be held responsible for the achievement of specific objectives using certain procedures during a specified period of time, and for the cost effectiveness of the in-

BILINGUAL EDUCATION: THE AMERICAN EXPERIENCE

structional and management procedures involved in the project. Major requirements for accountability include the following:

1. Objectives must be stated in terms of desired student performance. Obviously, a school system cannot determine the extent to which its objectives have been achieved unless its goals, embodied in the objectives, are clearly defined and measurable.

2. A school system must recognize its own capabilities and deficiencies and must seek to utilize appropriate technical assistance in an effort to develop and operate an effective program.

3. All projects must provide for an independent educational accomplishment audit of the project, to apprise school officials of the validity of their own evaluative processes and data.

PROGRAMS FUNDED FOR FY 1970 AND FY 1971

As noted earlier, no federal funds were appropriated for support of bilingual programs until FY 1970. There was, however, a small number of locally supported bilingual programs already in operation. As recorded in our monograph on *Bilingual Schooling in the United States*, we have identified 56 such programs, 49 of which were in preprimary or elementary grades, 4 in secondary grades, and 3 in colleges. About the same time Vera P. John and Vivian Horner surveyed early childhood bilingual programs in Spanish and American Indian languages.³³ Comparing the two lists and allowing for some programs which may have been overlooked, we can conjecture that before the beginning of federal support bilingual programs did not in all likelihood exceed the number of 100 in the entire country.

With the signing into law of the Bilingual Education bill there was naturally a great increase of interest and activity. From some 315 proposals received, the Bilingual Programs staff of the U.S. Office of Education, aided by a team of proposal readers, selected a total of 76 programs for funding in 70 different cities. Of these, 54 were in elementary schools only, 8 in secondary schools only, and 14 in both. The average cost of a project for one year was \$98,684. Of the 76 programs, 68 involved Spanish, 58 of these programs benefiting Mexican-Americans, 7 Puerto Ricans, 2 Puerto Ricans and one other language group, 2 mixed Spanish-speaking groups, one Spanish and Sioux, one Spanish and Pomo, one Spanish and Keresan and Navajo, and one Spanish and

Chinese. There were 2 programs in Portuguese, 2 in Cherokee, and one each in French, Japanese, Navajo (plus the one noted above), and one in Chinese (Cantonese, plus the one noted above).

Applications for grants in FY 1971 declined from 315 to 195. Of these, 59 new programs were selected for funding. Of the 76 grants made the previous year, 72 were adjudged worthy of continuation grants. We thus have at the present writing 131 bilingual programs supported by grants under the Bilingual Education Act. These programs are located in 30 states and Guam. Forty-eight are in California, 32 in Texas, 11 in New Mexico, 8 each in Arizona and New York. Sixteen languages are involved: 5 projects in French, 5 in Navajo, 3 in Portuguese, 2 each in Cherokee and Chinese, one each in Keresan, Pomo, Japanese, Eskimo, Ute, Crow, Choctaw, Russian, and Chamorro, and the remainder—105—in Spanish. Some projects serve more than one language group.

We may safely assume that in some cases, at least, local education agencies welcomed this federal support as an opportunity to remedy defects of which they had long been aware. In fact, 16 of the 76 programs were continuations or transformations of earlier existing programs. However, given the widespread earlier opposition to the principle of bilingual education, much of which still persists, one cannot avoid the suspicion that many local education agencies were not motivated altogether by educational idealism.

ASSESSMENTS

The most detailed evaluation of the first 76 federally funded programs is that of Gaarder,³⁴ who studied critically the plans of operation of these program proposals as well as returns from a questionnaire sent to the project directors. Gaarder is careful to point out that he did not have the benefit of direct observation of programs in action and that his assessment is based on only the first half year of the five years that are projected for these programs. He is also conscious of the fact that it takes several years to develop language competency in children. Nevertheless his general conclusion is that "in the large majority of these programs there is such inadequate attention—time, resources, and understanding—to the other tongue, as compared to the attention paid to English that, on the whole,

the concept of bilingual education represented by these plans of operation seems to be something less than the legislation and its advocates intended." One reason for this, according to Gaarder, is that "the Congress couched its . . . legislation in support of dual-language public schooling in terms that permit both the ethnocentrists and the cultural pluralists to see what they want to see in the Act." Gaarder does not deny that planners are "quite within their rights" to propose "the use of the child's mother tongue for purposes of instruction as a 'bridge' to English," but to Gaarder the bridge seems usually to be a one-way affair.

Another weakness that Gaarder discovers from reading the plans of operation is that most of the teachers are not prepared for bilingual schooling, that "to a large extent the projects expect to depend on the teaching services of aides, sometimes called para-professionals, 'bilingual' individuals usually drawn from the community, rarely required to be literate in the non-English tongue, and paid disproportionately low wages." Gaarder remarks pointedly that "the merely bilingual person is the product of the very kind of schooling which bilingual education aims to correct."

Gaarder notes still another difficulty with respect to the adequate representation of the two cultures involved in bilingual programs. "Teachers are expected to represent and present authentically, fully, fairly, two cultures. . . . Does not biculturalism—a word which appears repeatedly in the projects' aims—imply double perspective, not the perspective of two eyes, but of two pairs of eyes?"

Referring to the lack of community support for bilingual education Gaarder asks, "Is it really possible to make a child vigorously literate in his mother tongue if that vigor and literacy are not somehow matched in public places and in the homes? Do children really read eagerly and widely if their parents read reluctantly and seldom?"

And Gaarder concludes by declaring that "if bilingual schooling, the noblest innovation in American education, is to succeed, it must have close, objective, encouraging attention from all sides. The projects need, above all else, formative evaluation by knowledgeable outside observers who—with the gentle pressure of the Officer of Education's authority and responsibility to con-

tinue each grant only so long as the work is performed satisfactorily—can help each project to become a model of its kind. Without radical strengthening some could probably never become models. They should either be strengthened or abandoned."

For another assessment of these same programs we are indebted to Rolf Kjolseth, a sociologist at the University of Colorado.³⁵ Kjolseth posits two ideal typical bilingual education programs: "One, the Assimilation model, embodies an optimal selection of those program characteristics which tend to promote ethnic language shift. The other, the Pluralist model, comprises an optimal structure for promoting ethnic language maintenance." His analysis "reveals that currently most bilingual education programs—quite contrary to the usual statements of program goals—highly approximate the Assimilation model. This means that the structure of 'typical' existing programs in the area of these language maintenance efforts can be expected to foster the accelerated demise of the ethnic mother tongue."

Let me conclude this section on the evaluation of current bilingual programs by quoting Joshua Fishman and his collaborator John Lovas,³⁶ who find that "bilingual education in the United States currently suffers from three serious lacks: a lack of funds (Title VII is pitifully starved), a lack of personnel (there is almost no optimally trained personnel in this field), and a lack of evaluative programs (curricula, material, methods)." Despite this, Fishman claims not to be discouraged. "We live in an age of miracles. If we have reached the stage where even teachers of English as a Second Language are becoming genuinely interested in bilingual education, then, truly, the remaining hurdles should soon fall away and the millenium arrive in our own days!"

In considering bilingual programs in the United States as a whole Fishman is conscious of Mackey's comprehensive typology³⁷ but adopts a four-item typology of his own which he considers to reflect the present situation.

Type I, Transitional Bilingualism, is one in which the non-English language "is used in the early grades only to the extent necessary to permit children to 'adjust to school' and/or to 'master subject matter,' until their skill in English is developed to the point that it can be used as the medium of instruction." Type II, Monoliterate

Bilingualism, admits of "goals of development in both languages for aural-oral skills, but do not concern themselves with literacy skills in the mother tongue." Type III, Partial Bilingualism, "seeks fluency and literacy in both languages, but literacy in the mother tongue is restricted to certain subject matter, most generally that related to the ethnic group and its cultural heritage." Type IV, Full Bilingualism, is the kind of program in which "students are to develop all skills in both languages in all domains. Typically, both languages are used as media of instruction for all subjects (except in teaching the languages themselves). Clearly this program is directed at language maintenance and development of the minority language." Although Fishman numbers himself "among those who value the maintenance and development of cultural and linguistic diversity in the United States," he, like Gaarder and Kjolseth, doubts that "most of the existing and proposed bilingual education programs have [this] as their goal." Fishman goes on to declare that even when planners of bilingual programs do have such goals in view they "still do not know how to collect the societal data we need for enlightened decision making in the field of bilingual education." Thus, for example, Fishman points out that "the school may attempt a program aimed at language maintenance . . . in a community actually in the process of language shift. . . . Conversely, the school may attempt a program aimed at language shift . . . for a community determined to maintain its own language in many (or all) social domains. . . . Even if the school program and community objectives are fortuitously congruent, the school program may not take account of important characteristics of the speech community, e.g., (a) the existence of one or more non-standard varieties (in one or more languages) whose school appropriateness as a medium or as a subject must be ascertained from the speech community itself; (b) differential use of these varieties by members of the speech community from one societal domain to another and from one speech network to another."

The principal conclusions drawn by Fishman and Lovas in their evaluative article are the following:

"We are just overcoming the deceptive and self-deluding view that teaching English as a Sec-

ond Language, is, in itself, all there is to bilingual education.

"We are just beginning to realize that public schools should belong to parents, to pupils, to communities.

"We may soon arrive at the disturbing conclusion that it is not necessarily treasonous for pupils, teachers, parents, and principals to speak to each other in languages other than English. . . .

"We still do not realize that the need for bilingual education must not be viewed as merely a disease of the poor and the disadvantaged."

But the main conclusion of Fishman and Lovas in their summarizing evaluative article is that planners of bilingual education need much greater sociological sophistication than they have so far displayed.

CONCLUSION

WHAT IS THE PRESENT STATE OF AFFAIRS? Albar Peña, Director of the Bilingual Education Programs Branch in the U.S. Office of Education, reports that only 150 new proposals have been received for FY 1972, as compared with 315 in FY 1970 and 195 in FY 1971. Of these 33 have been funded, which, added to 129 continuing programs (out of 131), makes a present total of 162 bilingual programs supported by the Bilingual Education Act. New York State has received the largest number of new programs, with 8, followed by Texas, with 6, California with 4, New Mexico with 3, Arizona and Colorado with 2 each, and 1 each for Connecticut, Louisiana, Maine, Massachusetts, Pennsylvania, Puerto Rico, Saipan (a planning grant only), South Dakota, and Washington. The language distribution for the new programs is as follows: Spanish, 24; Navajo, 4; Chinese, 1; Sioux, 1 (South Dakota); Passamaquoddy, 1 (Maine); Chamorro, 1 (Saipan); Spanish and Chinese, 1 (Berkeley); and Spanish and English, 1 (Puerto Rico).

In part this slow expansion is a reflection of the economic recession in which we find ourselves, but we must also remember the limitations represented by the Bilingual Education Act itself. It is designed to meet "the special educational needs . . . of children of limited English-speaking ability" in school districts "having a high concentration of such children from families . . . with incomes below \$3,000 per year. . . ." In view of these restrictions the U.S. Office

of Education staff has tried especially to encourage exemplary demonstration programs, but so far without much success.

The obstacles to success are indeed formidable. Perhaps the greatest of these is the doubt in many communities that the maintenance of non-English languages is desirable. It has not yet been demonstrated, however plausible it seems, that a Mexican-American child can become literate in English best by first becoming literate in Spanish. To resolve this doubt in the public mind we shall need to mobilize all available resources behind a few really convincing demonstrations.

Even in a community which is determined to maintain and cultivate a non-English tongue and which has resolved the questions of language domains and standards, as Fishman urges us to do, there still remain great difficulties. The proper meshing of instruction of the non-English language as a first language and as a second language is not simple. The teaching of reading and writing as soon as the children are ready, first in the mother tongue and then in the second language, requires sensitiveness and skill. And teachers have great difficulty too in conceiving of languages as mediums of instruction and not just as subjects. To be successful, a bilingual teacher needs to be a kind of Leonardo da Vinci or else must become a member of a team of teachers in order to stay ahead of the children in all subjects of the curriculum.

Still another massive obstacle is the education of bilingual teachers. Teacher-preparing institutions are only beginning to become aware that new and better programs are urgently needed to educate qualified teachers in the numbers required.

The achievement of truly exemplary programs will not be easy. As we have seen, many communities are by no means convinced of the desirability of linguistic and cultural pluralism. Even those that are, are handicapped by the lack of adequately qualified teachers and other personnel, by the shortage of adequate materials, by inadequate evaluation methods and instruments, and by a lack of collaboration between school and community. Most serious of all is the critical observation of Fishman that present program planners seem unaware of the importance of social data in the planning of their programs.

I venture, in conclusion, to predict that our bi-

lingual education program in the United States will succeed only if it achieves quality, quality such as has never before been attained. If we fail to achieve this new level of workmanship, we may expect this exhilarating new trend in our schools to languish and die as have so many other hopeful educational ideas in the past.

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Spring



Is it so small a thing
To have enjoy'd the sun,
To have lived light in the spring,
To have loved, to have thought, to have done?

Empedocles on Etna - Mathew Arnold

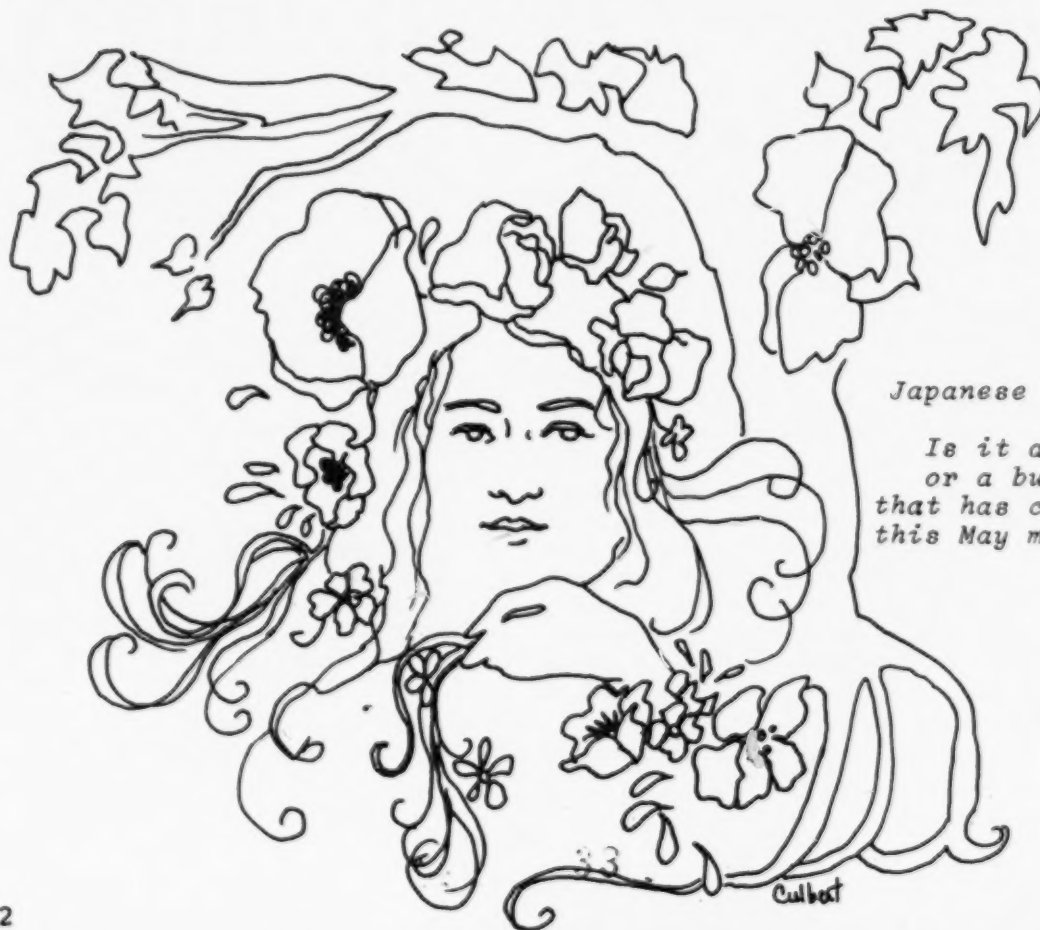
When the hounds of spring are on winter's traces,
The mother in meadow or plain
Fills the shadows and windy places
With lisp of leaves and ripple of rain.

Charles Swinburne - Atalanta in Calydon

El viento se ha llevado las nubes de tristeza;
el verdor del jardín es un fresco tesoro;
los pájaros han vuelto detrás de la belleza
y del ocaso claro surge un verjel de oro.

¡Inflámame, poniente: hazme perfume y llama;
--que mi corazón sea igual que tú, poniente!--:
descubre en mí lo eterno, lo que arde, lo que ama,
...y el viento del olvido se lleve lo doliente!...

La Soledad Sonora - Juan Ramón Jiménez



Japanese Haiku

Is it a flower
or a butterfly
that has come to life
this May morning?

One fallen flower
returning to the
branch?...oh no!
A white butterfly
Moritake



Wake!
The sky is light!
Let us to the road
again...
Companion
butterfly!

Basho

El campo en mayo -

En las mañanicas
del mes de mayo
cantan los ruiseñores,
retumba el campo.

En las mañanicas,
como son frescas,
cubren los ruiseñores
las alamedas.

Ríense las fuentes
tirando perlas
a las florecillas
que estan mas cerca.

Vistense las plantas
de varias sedas,
que el sacar colores
poco les cuesta.

Los campos alegran
tapetes varios,
cantan los ruiseñores
retumba el campo.

Lope de Vega



O, how this spring of love resembleth
the uncertain glory of an April day.

William Shakespeare -
Two Gentlemen from Verona

ASSEMBLY AT THE JIRKA ELEMENTARY SCHOOL ---

--- ASAMBLEA EN LA ESCUELA JIRKA

Reported by Paula Gubbins

In a recent assembly at Jirka,
Head Start pupils presented
the following musical program:

Songs -
Canciones:

En reciente asamblea de
la escuela Jirka, los alumnos
de Head Start presentaron este
programa musical:

"Buenos Dias" "Hello!"
"Las Hojitas"
"La Muñequita" "The Alphabet Song"

Language Arts Sequence: "Do You Know the Alphabet?"

ABC

A parent workshop was held
after the assembly. The
mothers were given crocheting
lessons. The fathers
participated in a toy
and game repair project.

This was a most productive
and enjoyable assembly
indeed!

Después del programa los
padres, con sus martillos y
desarmadores, se pusieron a
componer juguetes. Las madres
se pusieron a tejer.

¡La reunión fue divertida y
productiva a la vez!

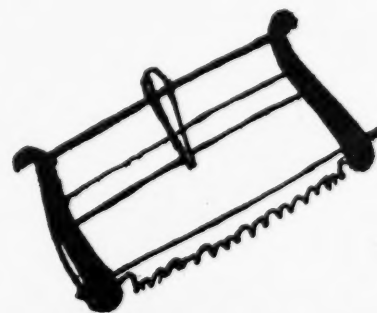


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JIRKA HEAD START



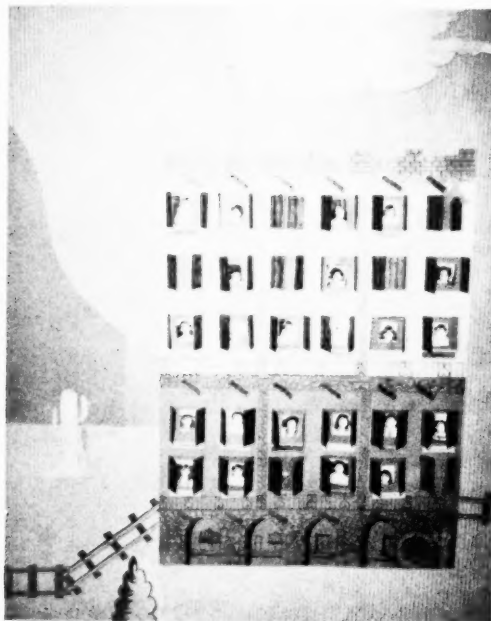
Band members:

Sylvia, Minnie, and Eddie



Dancers: Teresa, Ricardo,

Diana, and Monique



Mexican Desert Town:

The hotel features photos of every Jirka Head Start Child. Paper-cut and ink design by professional artist

Errique Moran from Guatemala



Rhythm band members:

Monique, Mary, Diane,

and teacher G. Wernikoff

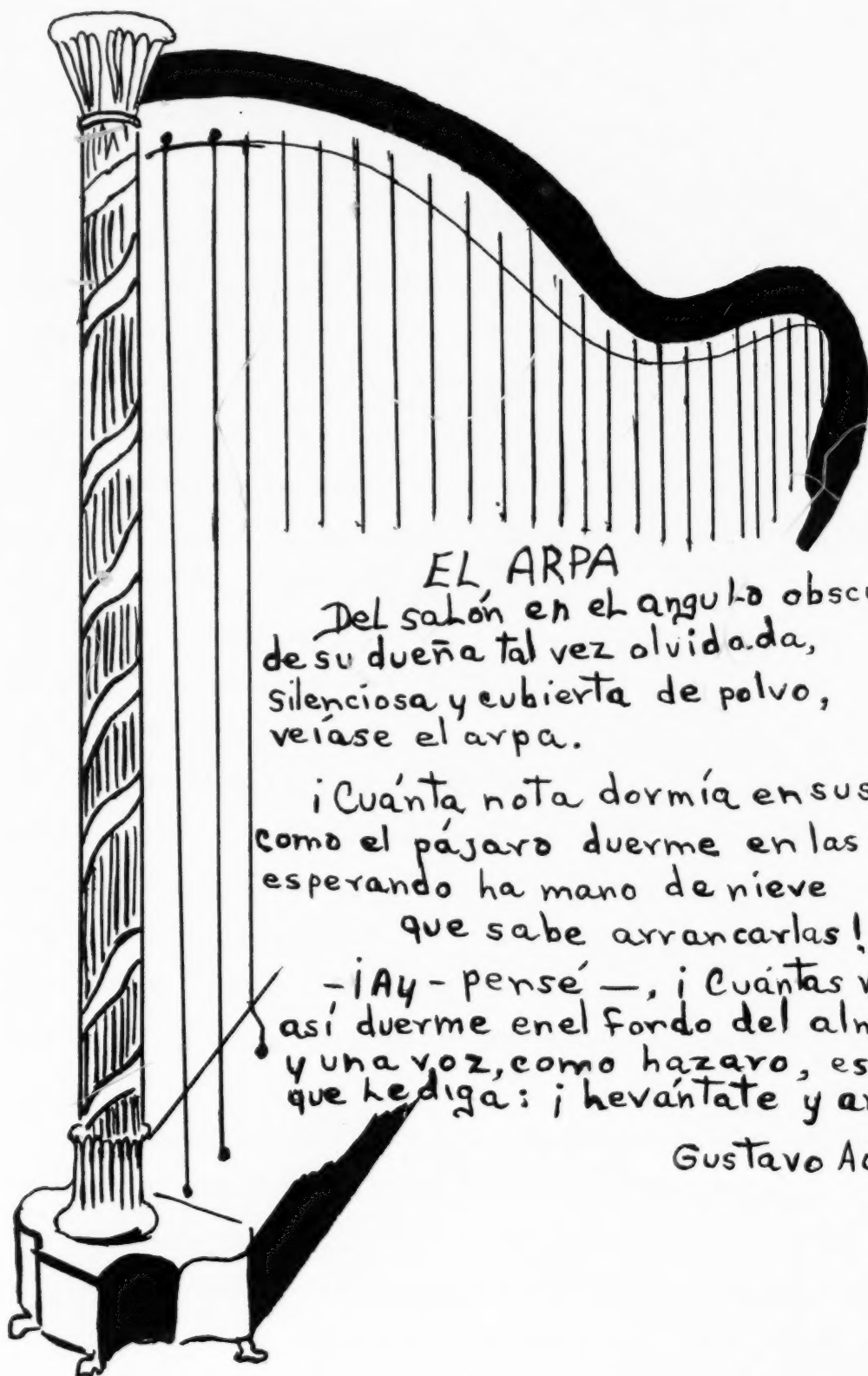
Nubes y Olas

05/04/72



Madre, los que viven alla' arriba, en las nubes, me gritan:
"¡Oye, jugamos desde que empieza hasta que acaba el día;
jugamos con la aurora de oro y con la luna de plata!"

Los que viven en las olas me gritan:
"¡Cantamos desde el amanecer hasta la noche;
vamos más y más alla' siempre y no sabemos donde vamos!"



EL ARPA

Del salón en el ángulo oscuro,
de su dueña tal vez olvidada,
silenciosa y cubierta de polvo,
veíase el arpa.

¡Cuánta nota dormía en sus cuerdas,
como el pájaro duerme en las ramas,
esperando la mano de nieve
que sabe arrancarlas!

- ¡Ay - pensé - , ¡ Cuántas veces el genio
así duerme en el fondo del alma,
y una voz, como hazaró, espera
que le diga: ¡ levántate y anda!

Gustavo Adolfo Becquer

ACCOUNTABILITY TO WHOM ?

by K. Balasubramonian

The term "accountability" has become very popular. While many believe they understand the full meaning of this term, a review of current literature reveals that only one aspect of this subject has been presented. Most of the literature is written in the context of special-funded or performance-contracted programs in public or private schools. In this context, it is true, the staff is accountable to the funding organization for the implementation of the program.

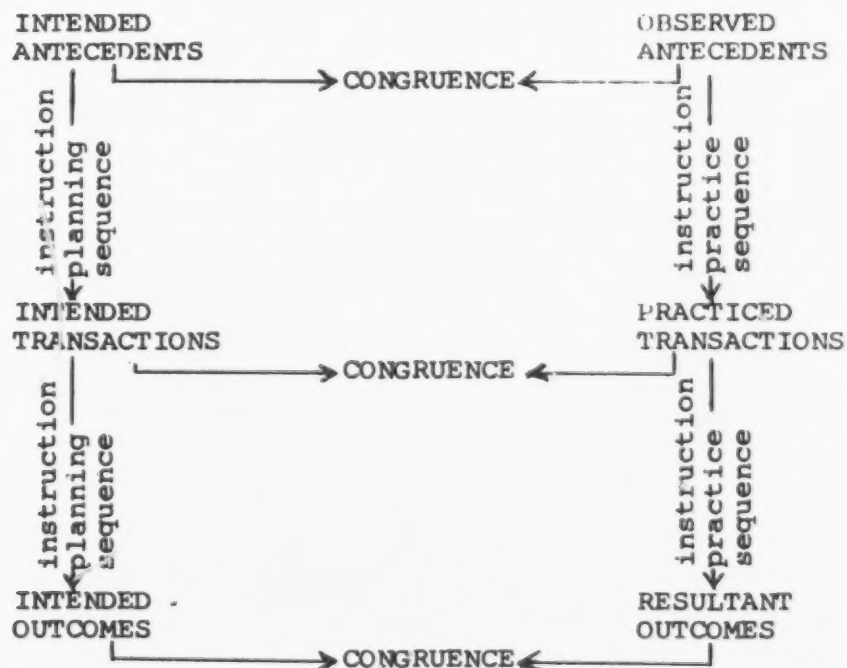
Some define accountability as "the honoring of promises made by educators to children and their parents."¹ An alternative definition might be: "an educator's acting to achieve his objectives." That is, because an educator wants a child to change or to improve in a certain way, he develops a curriculum or adjusts his methods to see that these objectives are achieved. In this sense, accountability for teachers means accountability toward themselves rather than to parents, pupils or a funding agency.

The Role of Systematic Evaluation in Accountability

If one accepts the second definition of accountability, any educator who has a sense of accountability would want to determine empirically how successful he has been in achieving his objectives. How close are the pupils to the desired outcome? How have the pupils changed? The teacher needs to measure pupil achievement in order to ascertain any changes which may have

occurred. From an objective achievement test the teacher can determine any weakness that may need special attention. For example, he may give a reading test and find out that most pupils are one grade below their grade level. By analyzing specific items answered incorrectly, the teacher can determine where specific areas of weaknesses exist. This awareness can serve as the basis for modification of his teaching plans.

Robert Stake,² noted authority in the field of evaluation, points out that accountability is at a maximum when there is congruence between intended antecedents (plans) and observed antecedents (plans); between intended transactions and practiced transactions; and between intended outcomes and resultant outcomes. The following chart illustrates his idea.



Testing, observation and other methods of systematic data collection are tools used to verify the extent of this congruence. Teachers who believe that they are first and foremost accountable to themselves would surely be eager to practice systematic evaluation.

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Answers to Animal

Crossword Puzzle

Down

1. Frog
2. Cow
3. Duck
4. Elk
5. Cat
8. Mouse
9. Seal
10. Bear
11. Snake
14. Lion
15. Horse
17. Ant

Across

1. Fish
3. Dove
5. Owl
7. Goat
8. Monkey
9. Skunk
12. Zebra
13. Elephant
16. Ram
18. Dog
19. Tiger
20. Bee

MAY 7, 1972

BILINGUAL STUDIES TERMED LAGGING

Conditions Said to Handicap
City's Puerto Ricans

By PETER KIHSS

A major expansion of bilingual education—using both English and Spanish in teaching—is being urged in a Board of Education study “to change the present conditions, which are contributing to the failure of Puerto Rican children in the classroom.”

The study, now before Chancellor Harvey B. Scrimner, reports that only 4,418 of 105,000 non-English-speaking students of Spanish background had some kind of bilingual instruction in the last school year.

The problem of educating Spanish-speaking students was the subject of a United States Commission on Civil Rights report released Tuesday, which charged oppression of Mexican-American pupils in the Southwest. The Federal report favored bilingual classes using both Spanish and English with both Mexican-American and other pupils.

Puerto Rican number about 250,000, or one-fourth, of the students in the city's schools. The city study cites recent estimates that 86 per cent may be below normal reading levels, and that their dropout rate is the system's worst—57 per cent, compared with 46 per cent for blacks and 29 per cent for others.

Federal Act Cited

A fivefold increase in bilingual classroom teachers—from perhaps 800 at present to 4,200—would be needed if the 105,000 pupils with difficulty in English were to be organized into classes of 25 for help, the study says.

The study cites potential help from Federal funds under a 1968 Bilingual Education Act—Title VII of the Elementary and Secondary Education Act. But it says the city system has not been “aggressive” in seeking such aid, although submitting requests.

It asserts “the Federal Government does not have a formula, geographic or not,” by which money is distributed, and allocations are “extremely competitive and vulnerable to political pressure.”

The study says “committees from Texas and California have been far more organized, visible and voluble,” submitting both many more and “more innovative and better thought out” bids. Accordingly, it says, New York City got only \$1,240,106 for the last school year, compared with \$4,791,481 for Texas and \$7,231,886 for California.

Refers to Earlier Study

The 72-page study cites the Federal act as declaring that “the use of the native language as a medium of instruction before English is acquired will help to prevent retardation in school.”

Thus, the study says, differed from the board's view in “The Puerto Rican Study, 1953-7,” made in 1958, which held that “a child will eventually learn more English if he is not put into a special class, or non-English grounding.”

The study says the city view has gradually changed, with a 1964 finding “positive” gains from a program in which teachers and students use Spanish and English interchangeably in science classes in junior high schools. But only 2,000 of 14,850 junior high students in 19 schools now have this science program, the study says.

While the Board of Education has a policy calling for 30 minutes a day of English-language instruction for non-English-speaking students, the study says this aided only 10,000 of 88,157 Puerto Rican children classified as non-English-speaking in January, 1970, and remains “far from any degree of reasonable implementation.”

Years of Planned Neglect

The study was prepared for the school board's program for recruiting and training Spanish-speaking bilingual personnel, headed by Tony Santoro, and it was written by Mary Jenkins, a special researcher. The program uses Federal funds to train 200 new candidates a year.

Louis Nieves, executive director of Aspira, a civic group seeking to promote higher education and leadership among Puerto Ricans, contended that the study “documents years of planned neglect,” despite increases in the number of Spanish-speaking students and persistent shortages of teachers and counselors.

“The horrifying result,” Mr. Nieves declared, “has been the educational and personal crippling of tens of thousands who have seen no choice but to drop out of school and make their way as best they can through a society and an economic system which had no place for them except at the bottom.”

Mr. Santiago said there had been a small increase in teachers since the report was first started in through channels last year.

He noted that Dr. Scrimner had appointed a bilingual commission under Prof. Julio Morales of Brooklyn College, a Bronx high school board chairman, and that the commission was seeking a director for a projected office of bilingual education.

PHIL SHERIDAN STUDENTS GO TO THE CIRCUS - - -

Dear DE TODO UN POCO:

I am sending you a photograph and a few papers written by students in the TESL Class at Phil Sheridan School.

We took a trip to the Circus this month and we would like to share our happy experience with you.

We enjoy the magazine very much.



Thank you,

Therese Burns
TESL Teacher
Phil Sheridan School



THE CIRCUS

by
Lydia Gutierrez
Grade 2, Room 118

I went to the circus.
The act I liked best was
the tightrope walker.
The other acts I liked were
the man with the horse
and the birds. The
parrots and pigeons were
beautiful. I also saw 6
monkeys, some elephants,
and jugglers. I liked
the Circus.



THE CIRCUS

by
Ignacio García
Grade 2, Room 115

I went to the circus. I
saw many animals in the
circus. The clowns made
me laugh. The act I liked
best was the lion act. I
had a good time at the
circus. My brother and
I saw a lot of animals.



THE CIRCUS

by
Damaris Abren
Grade 2, Room 118

We went to the Circus. I
saw many things at the Circus.
I liked the flying trapeze
best. I also liked the girl
on the rope.



THE CIRCUS

by
Hector Rodriguez
Grade 2, Room 118

We went to the circus.
The act I liked best was
the horse and the man.
The man made the horse
talk. He made the horse
say 'yes' and 'no'. The
horse was chasing the
man and the man got
away. The horse had
some feathers on his
back. He was a beautiful
horse. My brother
went with me. I liked
the circus.

THE CIRCUS

by
Mirna Fuentes
Grade 2, Room 121

I went to the circus. The
act I liked best was the
bird act. We saw many
animals. We saw a horse,
a monkey, birds, and other
animals. I saw a tight
rope walker and she was a
lady. She put a blindfold
on her eyes so she could
not see. She rode a bike
across the tiny rope. Go
to the circus and you will
see all the funny things.

THE MONTH OF MAY ---

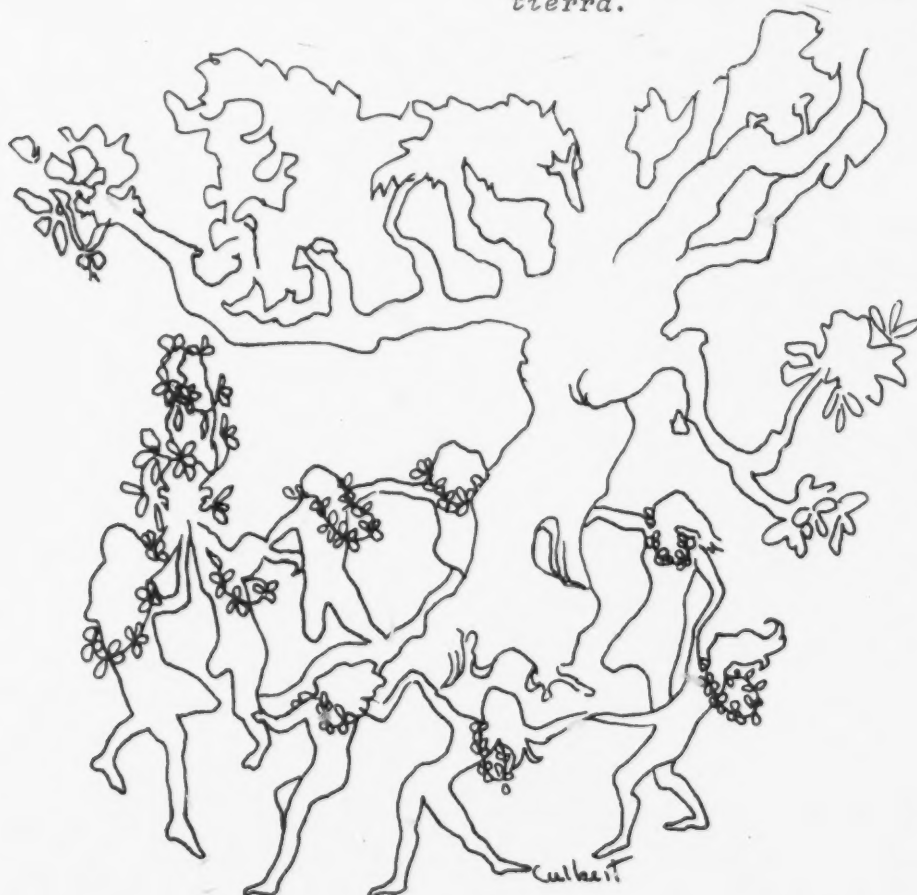
It is said that the month of May was probably named after the Roman goddess of Spring, Maia Majesta. May, others say, was also dedicated to Ceres, the goddess of grain who was especially fond of "corn." Still others point out that the Romans celebrated the first day of May by honoring the goddess of flowers, Flora. She was represented by a small statue covered with flowers. Singers and dancers carried the statue around a sacred tree.

Despite this confusion, the word "may" is a joyful word; for it kindles in people and earth an awakening--a time of rebirth!

EL MES DE MAYO ---

Se dice que el mes de mayo fue nombrado en honor de la diosa romana, Maia Majesta. Otros dicen que el mes de mayo fue dedicado a la diosa del grano, Ceres, quien prefería el "maíz." Aun otros apuntan que los romanos celebraban el primer día de mayo otorgando honores a la diosa Flora, a la cual representaban con una estatua pequeña cubierta de flores. Cantantes y bailarines cargaban la estatua alrededor de un árbol sagrado.

No obstante esta confusión, la palabra "mayo" significa alegría, pues enciende un ardor--un renacimiento--en el corazón del hombre y de la tierra.





BOTTICELLI

PRIMAVERA (SPRING)

Uffizi, Florence

PRIMAVERA

Sandro Botticelli

Florence

Galleria degli Uffizi

This masterpiece has been interpreted as representing the neoplatonic ideas of the Italian Renaissance: "Venus in company with Graces and flowers, denoting Spring." Venus represents humanitas, the quality that embraces Love, Charity, Dignity, Magnanimity, Liberality, Magnificence, Comliness, Modesty, Charm, Splendour.

The painting is crowded with literary allusions from classical sources. For example, the group on the right illustrates the tale from Ovid's Fasti, where Zephyr pursues the nymph, Chloris and, as he touches her, she is transformed into Flora, the herald of Spring. Robed in red Mercury, leader of the Graces, symbolizes the intellect. Wand in hand he reaches toward the clouds in search for secret knowledge.

Esta obra maestra ha sido aclamada como representante de las ideas neoplatónicas del renacimiento italiano. "La Venus en compañía de las Gracias y flores, símbolo de la primavera." Venus representa humanitas, esa cualidad que significa amor, caridad, dignidad, magnanimidad, generosidad, magnificencia, donaire, modestia, gracia y esplendor.

El cuadro está lleno de alusiones a fuentes clásicas literarias. Por ejemplo, el grupo a la derecha representa la fábula Fasti de Ovidio: el Céfiro persigue a la ninfa, Cloris, y al tocarla, ésta se transforma en la diosa Flora, heraldo de la primavera. Vestido de rojo Mercurio, líder de las Gracias, simboliza el intelecto. Batuta en mano pretende alcanzar la sabiduría que encierran los cielos.

Estudiantes LATINOS ¡ AdeLANTE!

By - Venicio H. Reyes
(Teacher at Moral
Campa Bil. Center)



a successful
National Conference
on Bilingual Education
took place at Austin
from April 14-15, 1972

"Bilingual Education is instruction in two languages and the use of those two languages as mediums of instruction for any part of or all of the school curriculum. Study of the history and culture associated with a student's mother tongue is considered an integral part of Bilingual Education." (Bilingual Education Act of 1967).

NATIONAL CONFERENCE ON BILINGUAL EDUCATION

by Rosina Gallagher

A number of TESL and bilingual teachers, principals, coordinators, consultants and staff members from the central offices attended the National Conference on Bilingual Education in Austin, Texas, April 13-15. While most of the participants were able to benefit from the efforts of Eleanore Hosman in making travel and lodging arrangements, others traveled independently by car or plane. Among those who attended were:

Manuel Sánchez, Principal of Komensky Elementary
and Mrs. Sánchez
Margarita Remigio, Bilingual Teacher, Hawthorne Elementary
Julia Vasquez and Vinicio Reyes, Bilingual Teachers
Juan Morel Campos
Tony Vasquez, Coordinator, Community Bilingual Center,
District 19
Eddie Negron, Coordinator, Community Bilingual Center,
District 6
Norma Rodriguez, Area A TESL Consultant
Juan Walker, Tuley High School
Gerald Kanoon, Area B TESL Consultant
Sister Cecilia Reidy, Principal, Our Lady of Lourdes
Sister Charla, Teacher, St. Mary of the Lake Catholic School
David Trinidad, Community Advisory Council, Gary, Indiana
Eileen Lucietto, Chicago Loop City College
Marta Flores, Audit Team member for Title VII
Isidro Lucas, Illinois Circle Campus
State Bilingual Office: Rafaela Weffer, Romeo Gatan,
Robert Thompson
Board of Education, Central Office: Nell Gonzalez,
Romana Fierro, Eleanore Hosman, Rosina Gallagher,
Eduardo Cadavid

Many representatives from the Milwaukee Schools were also present.

The conference was opened by an inspiring address from Quino Martinez, Professor of Languages at the Arizona State University. "Bilingual educators," he began, "are the Quixotes

who go on fighting windmills and enchanting castles... those who continue plowing until they see 'lo verde de la esperanza'... those who get a second wind and go on to the finish line." This is what he feels the bilingual educator must do in order to prevent Latin American children from becoming a negative statistic in educational research. Using a popular theme from Mexican folklore, Dr. Martinez concluded: "Let's take advantage of our second wind and stick to our 'yuntas'--aunque se halla reventado el barson!"

What follows is a brief report of some of the individual sessions which were held at the impressive Lyndon B. Johnson Library. Julián Samora, Professor of Sociology and Anthropology at the University of Notre Dame, presented an interesting analysis of Mexican immigration into the United States. Two reasons for the increasing rate since 1950, he feels, have been Mexico's inability to keep up with its rapid population growth and the United States' insatiable demand for cheap labor.

Speaking on "Techniques of Measuring Language Development in Bilingual Programs," Chester Christian, Director of the Inter-American Institute at the University of Texas (El Paso), pointed out that the case-study approach, which includes the use of standardized or teacher-made tests as well as a record of student behavior, is probably the most appropriate method. "Linguistic skills in the bilingual do not develop comparably;" Dr. Christian observed, "some students may read English beautifully but may not be able to speak it." Other interesting observations made

were the fact that learning to read Spanish can be taught at an earlier age because it is easier than learning to read English, and the fact that English-speaking students are generally subject to more abstract forms of verbalization (word games, etc). Spanish-speaking students, on the other hand, are encouraged to write and recite poetry from an early age.

In a dynamic presentation Uvaldo Palomares, President of the Institute for Personal Effectiveness in Children, San Diego, California, discussed various psychological factors affecting the bicultural child. "We, as bilingual-bicultural educators," he pointed out, "must recognize the fact that Chicano children, for example, have been put in the position of apologizing for their own existence. We must help bicultural children develop an integrated self-concept and not to feel guilty for shifting in and out of both cultures."

Albar Peña, Chief of Bilingual Education Programs of HEW, brought us up-to-date with his informative address on "The Future of Bilingual Education." Some interesting figures he reported were as follows. In 1970 the federal government allocated \$21 million to set up 131 bilingual projects. This figure was increased to \$25 million in 1971 and to \$35 million in 1972. Today there are more than 200 bilingual education programs in the United States--this includes 29 states, three trust territories (Puerto Rico, Guam and Saipan in the Mariana Islands, and the Virgin Islands) and Alaska. While Spanish is the language involved in most of these programs, there are

projects involving the American Indian languages as well as French, Portuguese, Chinese and Russian. The appropriation for 1973 is \$41 million. Of the 185 proposals for new projects which HEW has received to-date, thirty-four have been funded.

"Bilingual education is here to stay," Mr. Peña points out, "though its future depends on keeping congressmen and representatives informed of our needs." Congress wants to give Title VII more autonomy and status. The guidelines are already being revised to provide greater flexibility. "How long can we envision federal support?," Mr. Peña asked. While Congress cannot conceive of unending programs, bilingual education should be developed from kindergarten through high school. Title VII must not be considered a supplementary program but a permanent one. It should not be considered compensatory education but a replacement for an inadequate curriculum.

"Thus the key to successful implementation of bilingual education programs is commitment: commitment from teachers, administrators, community members and from the federal government," Mr. Peña concluded. "Along with commitment, communication is vital. Bilingual education represents a radical departure from the traditional educational system. It is the responsibility of advocates of bilingual education to let others know what it is all about--that it is not a detriment but an asset to anyone who wishes to become bilingual."

There were many other varied and interesting sessions. Besides those already mentioned, this reporter attended three other sessions: 1) the presentation by Edward De Avila who,

commenting on the subtleties involved in constructing intelligence tests, described the "Multi-Lingual Assessment Program" developed in Stockton, California; 2) a talk on "Art and Culture," as seen in the history of the cavalry soldier or horseman, by the wellknown artist and book illustrator, José Cisneros; and 3) "Carrascolendas," a stimulating presentation of a television experience which, like "Sesame Street," capitalizes on the use of songs and physical activity to help children internalize concepts, by Mike Pool and Carol Perkins of the Education Service Center, Region XIII, Austin.

Toward the end of the conference, Nell Gonzalez and Isidro Lucas were able to bring together most of the participants from the Chicago area as well as representatives from the Milwaukee schools just to get acquainted and explore the possibility of organizing a Midwest Association for Bilingual Education. It was a brief but pleasant encounter and the general reaction to such an organization was most favorable.

The conference came to a close with a delightful performance from "Los Tejanitos," a group of elementary school children from the San Antonio public schools. Their theme, "In Search for Identity," featured the music, songs and dances of the many groups who settled the Southwest. While the entertainment was truly charming, most impressive was the cooperation with which students, teachers, administrators and parents worked together to bring about such a heart-warming performance.

The conference was indeed a success!

LA EDUCACIÓN DE SANCHO PANZA...

... Y ASI FUÉ QUE DESPUÉS DE MUCHAS AVENTURAS

DON QUIJOTE DIÓ ESTOS CONSEJOS A SU ESCUDERO

SANCHO PANZA

ANTES DE QUE ESTE FUESE A GOBERNAR LA ÍNSULA
PROMETIDA...

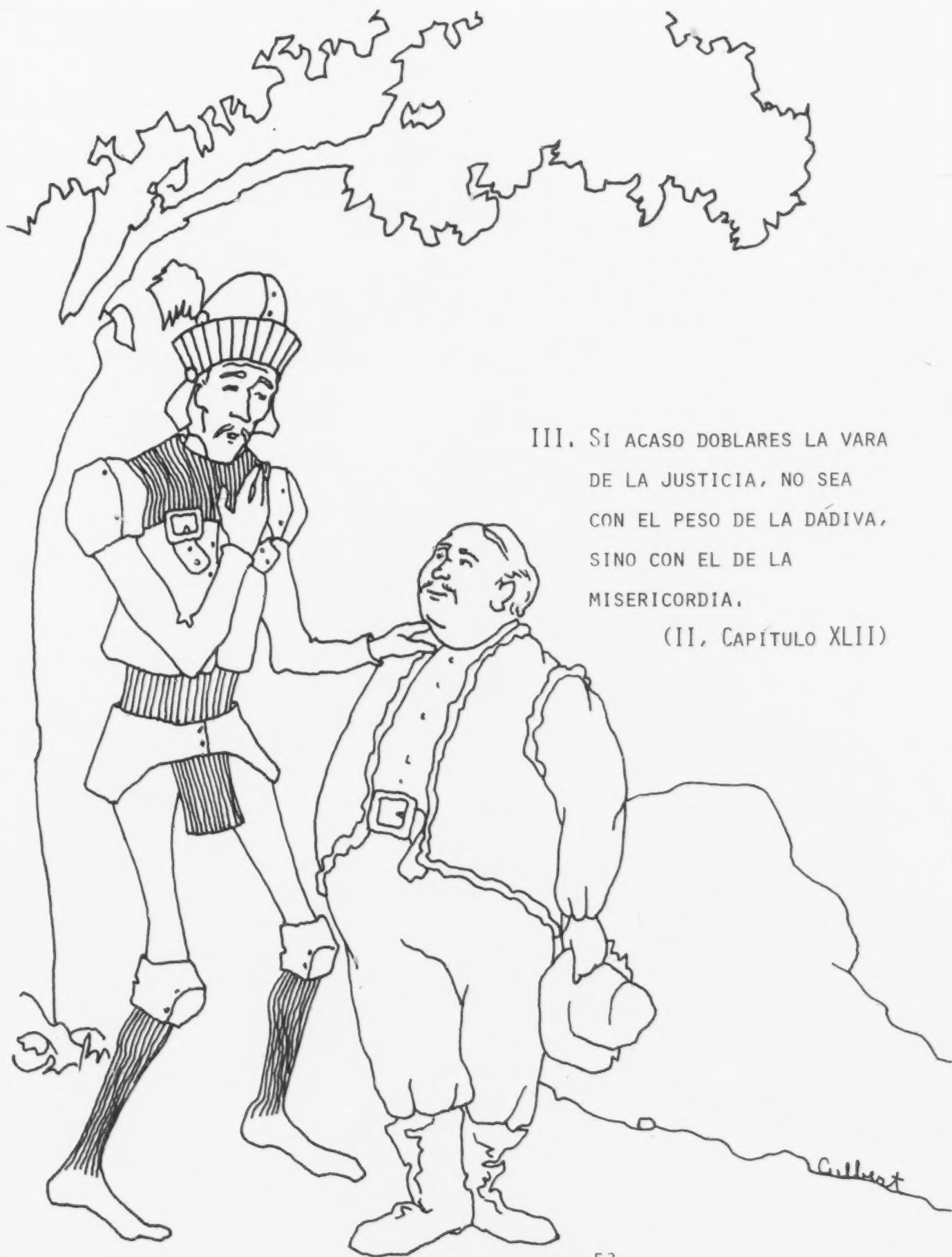


I. PRIMERAMENTE, OH HIJO!
HAS DE TEMER A DIOS;
PORQUE EN EL TEMERLE ESTÁ
LA SABIDURÍA,
Y SIENDO SABIO NO PODRÁS
ERRAR EN NADA.



II. LO SEGUNDO, HAS DE PONER LOS OJOS EN QUIEN ERES,
PROCURANDO CONOCERTE A TÍ MISMO, QUE ES EL MAS
DIFÍCIL CONOCIMIENTO QUE PUEDE IMAGINARSE. DEL
CONOCERTE SALDRÁ EL NO HINCHARTE COMO LA RANA
QUE QUISO IGUALARSE CON EL BUEY...





III. SI ACASO DOBLARES LA VARA
DE LA JUSTICIA, NO SEA
CON EL PESO DE LA DÁDIVA,
SINO CON EL DE LA
MISERICORDIA.

(II, CAPÍTULO XLII)

NEWS LETTER

NOTICIERO

Numero Dos
Number Two

MAYO
MAY 1972



Querido Lector:

Con este número terminamos el programa del año escolar. Esperamos encuentres nuestros informes de algun provecho. Como puedes ver, trabajamos bastante pero también logramos divertirnos.

Al despedirnos queremos expresar nuestro agradecimiento a la Asociación Juvenil de la Comunidad de Chicago, NYC, y a todas las personas responsables por realizar el programa de trabajo y estudio para los centros bilingües de las escuelas secundarias. Agradecemos en particular la orientación y ayuda del Sr. Frederickson, de la Sra. R. Gallagher, de la Srta. M. Fenlon, y de los Srs. T. Sharp, E. Tavaréz, y K. Balasubramonian. Esperamos el programa pueda continuar el próximo año.

Dear Reader:

This is our last issue for the current year. We hope you enjoy reading our reports. As you can see, we worked hard but managed to have some fun too!

We wish to express our appreciation to the many people who made the Bilingual Work-Study Program possible, especially to NYC, the Neighborhood Youth Corps. Our sincere thanks to Mr. C. Frederickson, Mrs. R. Gallagher, Mr. T. Sharp, Miss. M. Fenlon, Mr. E. Tavaréz, and Mr. K. Balasubramonian, for their guidance and supervision. We hope the program will be able to continue next year.

BILINGUAL WORK-STUDY PROGRAM



Vivian Hones



Zette Hargaley



Leabel Perry



Madeline Santiago



Ruth Alvarez



David Rodriguez



Marina Ruiz



Beatriz Angel

56



Cristina Alvarado

Rolando Carr

Benjamin Disraeli:

To be conscious that you are ignorant
is a great step toward knowledge.

ESTUDIANTE!

En tu mente debe brillar tan
sólo una idea, "la ciencia para
un futuro mejor." La escuela es
el recinto donde podrás tomar la
copa de la sabiduría que con
placer te brindan tus maestros.
Llevar los conocimientos en tu
mente es mantener la lámpara
encendida que te ayudará a no
tropezar en los caminos tenebrosos
de la vida.

Estudiar es adquirir
conocimientos. Es sembrar en
nuestras mentes la semilla del
saber que en un mañana no lejano
brotará y dará a nuestras vidas
el fruto del progreso de nuestra
patria y nuestro hogar.

Cristina Villanueva
Bilingual Center
Froebel Branch of Harrison High School

*A little learning is a dangerous thing;
Drink deep, or taste not the Pierian spring.
There shallow draughts intoxicate the brain,
And drinking largely sobers us again.*

Alexander Pope - Essay on Criticism

Zeal without knowledge is fire without light.

5 Thomas Fuller

Students Focus On Latin Problems In So. Chicago

THE DAILY CALUMET THURSDAY, FEBRUARY 24, 1972



A group of Latin high school students from three city public schools with bilingual programs visited The Daily Calumet recently to learn more about the problems of the Mexicans in South Chicago. From left are Vivian Gomez, Bowen; Isabel Perez, Lake View;

Beatriz Angel, Lake View; Christina Villanueva, Froebel; Marina Ruiz, Bowen; Rolando Garza, Froebel; and Charles K. Frederickson, program evaluator with the board of education. (DAILY CALUMET Photo)

Focus On Latins

(Continued from Page 1)

By MARGIE CORICH

(Of The Daily Calumet Staff)

"Juntos Luchemos" (Together We Stand), is a newsletter which will be published by six Latin high school students from three Chicago public schools, to other Latin bilingual students throughout the city.

The students visited The Daily Calumet recently to interview Robert J. Seltzner, president of the South Chicago Chamber of Commerce and executive editor of Calumet Publishing Company, about the problems of the Latin in South Chicago.

The six are all enrolled in their schools' bilingual programs, and were

chosen by principal and teacher recommendation to participate in a special project to increase the students' awareness of the Latin in Chicago.

The group formulated its own program, and chose as a special project the newsletter, which will describe the conditions of the Latin in several communities in Chicago.

Following the recent airing of NBC's "Millsissippi," a documentary on South Chicago's Millgate section, the group decided to learn about the Latin in South Chicago for the subject of its first newsletter.

Participating in the program are Vivian Gomez and Marina Ruiz from Bowen High School; Isabel Perez and Beatriz Angel from Lake View High School; and Christina Villanueva and Rolanda Garza from Froebel High School.

Two board of education staff members are supervising the special project. They are K. Balasubramonian, consultant evaluator, and Charles K. Frederickson, evaluator with the board's department of government funded programs.

The students are greatly concerned with special programs available in South Chicago for the Latin resident.

Typical questions from the group were about day care programs, medical aid, the activities of the Urban Progress Center, and the Latin employment situation.

The role of industry in the community and its involvement in community problems was of great concern to the students. They also explored the problem of negligence on the part of the city in the upkeep and improvement of the South Chicago area.

The special project represents the first effort of the bilingual program to allow students to specialize in some area of Latin life in Chicago.

The program at Bowen has approximately 225 students enrolled. Students participating are in grades 9 through 12, and the program is state supported. Students attend bilingual sessions during their regular scheduled

study hours. There are three bilingual teachers and one bilingual counselor involved in the program at Bowen.

Students participating in the work-study project work in the Department of Government Funded Programs three days each week. Friday sessions are spent visiting various colleges and universities, bilingual centers and places of business where students can learn about potential jobs opportunities.

Students are paid by the Neighborhood Youth Corp according to the regular pay scale of \$1.60 an hour plus 60 cents daily for carfare; they work a total of 12 hours per week. Factors considered by the local schools when selecting students were ability, financial need and programming feasibility.

SEWARD ASSEMBLY

On the 13th of April we participated in an assembly at Seward Elementary School. The purpose of this assembly was to talk with the students, from 7th and 8th grades, and give them an idea as to what to expect when they get into high school. We told them about all the sports, clubs, and activities that are offered. We also told them about the rights and responsibilities of high school students.

The students gave us their undivided attention and many seemed very impressed. Most of the students had hopes of finishing high school, and many had hopes of going to college.

We thank Mr. Roger Vernon, the principal, the teachers and students for their courtesy and for giving us this opportunity. We wish all the Seward 7th and 8th graders the best of luck in the future.

David Padilla
Wells

VISITA A LA ESCUELA SEWARD

El 13 de abril participamos en una asamblea en la escuela elementaria Seward. El propósito de esta asamblea fue permitirnos platicar con los alumnos del séptimo y del octavo grado para darles una idea de lo que se les espera cuando entren en secundaria. Les contamos de todos los deportes, clubs y actividades que se ofrecen. También les hablamos sobre los derechos y las responsabilidades de los alumnos en la escuela secundaria.

Los alumnos nos dieron toda su atención. La mayoría esperan terminar la secundaria y muchos desean continuar sus estudios en la universidad.

Agradecemos sinceramente la cortesía del Sr. Roger Vernon, de los maestros y de los estudiantes por extendernos esta oportunidad. Les deseamos muy buena suerte a todos los alumnos de Seward.

WESLEY MEMORIAL HOSPITAL

On a recent visit to Wesley we had a tour of three different departments: the radiation center, operating rooms, and X-ray rooms. We saw many different machines for treating cancer by radiation. We even saw a hand operation in progress!

Tuition for training as an X-ray technician or as a nurse is \$200 for two years, including room and board. Books would cost about \$100 for the two years.

Vivian Gomez
Bowen

ACADEMY ON THE STREETS

"Academy on the streets" is a leading project directed by Carlos Ruiz and Joe Ruiz at the Puerto Rican Congress Club, 2315 West North Avenue. This project is designed to help students become acquainted with community activities. They also offer evening classes on Tuesdays and Thursdays, 7-9:30. These classes in government and Latin American history may be given high school credit.

Ruth Alverio
Tuley

VISITA AL WESLEY MEMORIAL HOSPITAL

Visitamos tres departamentos del hospital: el centro de irradiación, el salón de operaciones, y el salón de los rayos-X. Vimos varias máquinas para tratar el cancer y también vimos una operación en proceso!

Gastos para cursos de rayos-X y enfermería cuestan \$200 por dos años, incluyendo cuarto y manutención. El costo de libros vendría a ser \$100.

ACADEMIA EN LA CALLE

Este es un proyecto dirigido por los señores Carlos Caribe Ruiz y Joe Ruiz en el club del Congreso Puertorriqueño. El programa ha sido organizado para ayudar a los jóvenes e informarlos sobre las actividades de la comunidad. Los martes y jueves ofrecen clases nocturnas de 7 a 9:30. Las escuelas secundarias pueden dar crédito por clases de civismo y de historia.



FRÖEBEL SCHOOL

1972

JOSÉ LOPEZ

FOR

LUZ

Divina luz que ilumina
el sendero de mi existencia
claridad amatísima
divinura tan querida

Sin tí mi existencia
tendría un fin venidero
de tanta amargura
que nunca imagino
llegar desearía

Espero tu poderoso brazo
para seguir alimentando
mi sendero gran espejo
de mi existir.

Beatriz Angel
Lake View

¿QUÉ ES?

Lo mas limpio
querer

Lo mas egoista
amar

Lo mas divino
Dios

Lo mas puro
¿qué es?

El niño

--- POEMS FROM TULEY HIGH SCHOOL ---

PEARL: a girl's name
She lives in a peaceful clam
bet you she ain't Black.

Besie Velahiotis

PREJUDICE
Superiority, discrimination
opposing, detesting, struggling
hatred among people
bias

Roseanne Mitte

RICAN
brown, proud
struggling, learning, progressing
to the bone brother!
Me

Ilia Rosa

CONFERENCIA SOBRE LA JUVENTUD

"En busca de identidad" fue el tema de la conferencia anual del gobernador, llevada a cabo en la Sherman House de Chicago los días 13 y 14 de abril. Esta conferencia tuvo por fin el dar oportunidad a jóvenes y adultos de cambiar ideas para tratar de resolver mutuos problemas.

Uno de los integrantes del Work-Study Programa, Marina Ruiz, represento a los Latinos del Sur de Chicago, participando en una sesión que trató sobre la organización de jóvenes en las diversas comunidades.

Los jóvenes, procedentes de varias partes de la ciudad, fueron invitados por el Sr. Kenneth Ehrensaft, de Evanston, Marina Ruiz, de Bowen, y Thomas Vitton, del Near Northwest Civic Committee.

GOVERNOR'S CONFERENCE ON YOUTH

"The Search for Identity" was the theme of the 41st Annual Governor's Conference held at the Sherman House in Chicago, April 13-14. It was designed to give young people and adults solutions to common problems. One of the students in the Bilingual Work-Study Program, Marina Ruiz, was in the planning committee for the conference. She represented the Latins from the South Side of Chicago, and was involved in the workshop which dealt with youth organizations in the community.

The young people, who came from various parts of the city, were recruited by Kenneth Ehrensaft of Evanston, Marina Ruiz of Bowen, and Thomas Vitton of the Near Northwest Civic Committee.

Beatriz Angel, Lake View
Madeline Santiago, Wells

THE CHICAGO TRIBUNE

On March 8 we visited the Tribune Building. They showed us a movie on how paper is made and the machines they use for printing the news. It was interesting to see the handless clock which tells the time in different parts of the world. The day we went they gave us a copy of their newspaper. This experience gave us an idea of how the news is sent to the people.

Madeline Santiago
Wells

BILINGUAL PROGRAM GENERAL MEETING

Two of us represented the Work-Study group at the recent meeting for bilingual teachers and administrators. We told them about our work in the Central Office and about our visits to various places. We also had the chance to hear about some of their problems and plans for improving the bilingual centers. We learned a lot from the meeting and thank all the teachers for their hard work!

Ruth Alverio, Tuley

VISITA AL CHICAGO TRIBUNE

El 3 de marzo visitamos el edificio del Chicago Tribune. Nos enseñaron una película sobre como hacen el papel, y también las máquinas donde imprimen las noticias. Fue muy interesante ver el reloj sin agujas que da la hora en diferentes partes del mundo. El día que fuimos nos dieron una copia del periódico. Esta experiencia nos dió una buena idea de como se publican las noticias.

JUNTA GENERAL DE MAESTROS Y DIRECTORES

Dos de nosotros representamos a los miembros del Work-Study Program en la reunion de directores y maestros de los centros bilingues. Dimos un breve reporte de nuestro trabajo en la oficina y de los varios sitios que hemos visitado. También tuvimos la oportunidad de apreciar los problemas que se tienen que resolver. Gracias a todos por sus esfuerzos en mejorar los centros bilingues!

THE SENIOR TEA AT WALLER

The "Senior Tea" at Waller High School is really the nickname for a "talent show." The Jackson Five were there--that is, our Jackson Five, a five-girl team that sings like them. We had a special act, the "Mating Game"--you know, similar to the "Dating Game" on T.V. The Karate act featured a match between two "black belts." There was also a "Yesterday and Today" fashion show, and I got to model a blue-checked suit. We all enjoyed the "Senior Tea" and are looking forward to another one next year.

José Romero, Waller

NEED HELP WITH YOUR
LANGUAGE?

Loyola University, has an interesting program for Latin American students through the Lasso Club. Here students can get help with English and Spanish.

You do not have to be a student of Loyola to be in this program. Anyone, who wants to improve his English or Spanish speaking skills can be in this program.

NESESITA AYUDA CON SU
IDIOMA?

La Universidad de Loyola tiene un programa para los alumnos Latino Americanos organizado por el Lasso Club. Alumnos pueden buscar ayuda con el inglés o el español.

No es necesario ser un estudiante de Loyola para participar en este programa. Cualquier persona que desee mejorar sus habilidades en inglés o en español puede participar en este programa.

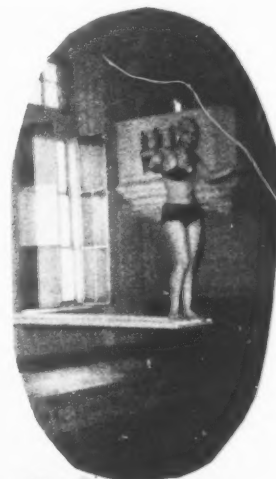
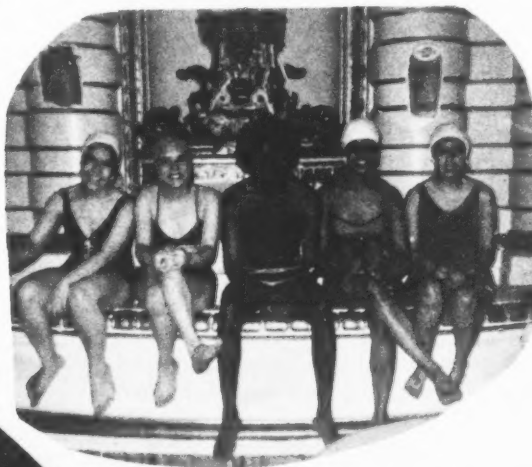
David Padilla
Wells

A SWIM AT THE SHERATON-CHICAGO ...

We wish to thank the Sheraton-Chicago Hotel and in particular Miss May Abrams of their public relations office for inviting us to swim in their beautiful, colonial pool. The "dip" that hot afternoon refreshed us to meet with the seventh and eighth graders at the Van Humboldt Elementary School the next day.

UN BAÑO EN LA ALBERCA DEL SHERATON-CHICAGO

Mil gracias al Hotel Sheraton-Chicago y especialmente a la Señorita May Abrams por habernos invitado a nadar en su amplia y bonita alberca. El baño esa calurosa tarde nos refrescó para participar en la asamblea con los estudiantes del séptimo y del octavo grado en la escuela Van Humboldt la próxima tarde.



"SLEUTH"

Anthony Quayle and Donal Donnelly starred in the play, "Sleuth." The characters were a British writer of detective novels, and a young Englishman of Jewish and Italian descent. The writer lives in the world of his mysterious and romantic detective stories. He enjoys playing on the emotions of innocent people. The young Englishman falls in love with the writer's wife and wants to marry her. When the writer learns of this, he plays an evil game with him, without the youngman's knowledge. The story ends in tragedy but,--- we'll let you find out the ending for yourselves!

We had the opportunity to attend this play through the courtesy of Mr. John Toohey, Press Representative for "Sleuth". After the play he invited us backstage to meet the actors, and see how the stage manager and prop men work together. "I studied acting for many years and worked very hard to become an actor. You have to be very energetic to star in a play," said Anthony Quayle in his strong British accent. Donal Donnelly was born in Ireland but has acted in many plays in England. "The only way to become a good actor," he said, "is to work very hard."

Thank you Mr. Toohey, for inviting all of us and thank you Miss Fenlon and Mr. Sharp for accompanying us that cold, snowy day!

Marina Ruiz, Bowen
Yvette Gonzalez. Waller

UNA TARDE EN EL TEATRO

Anthony Quayle y Donal Donnelly actuaron en la obra dramática, "El detective." Los protagonistas fueron un escritor de novelas policiacas y un joven inglés de descendencia judía e italiana. El escritor vive en el mundo misterioso y romántico de sus cuentos y goza jugando con las emociones de la gente. El joven se enamora de la esposa del escritor. Este, al darse cuenta, trama un juego cruel sin que el joven se de cuenta. La historia termina en tragedia -- dejamos que descubran el final ustedes mismos!

Esta oportunidad nos fue posible por cortesía del señor John Toohey, el periodista encargado de escribir sobre "Sleuth." Después de la función nos invitó a ver como cambiaban el escenario y a entrevistar a los actores en sus camerinos. "Estudie drama por muchos años para llegar a ser actor. Se necesita tener mucha energía," dijo Anthony Quayle en su marcado acento británico. Donal Donnelly nació en Irlanda pero ha actuado en muchas obras en Inglaterra. "La única forma de llegar a ser un buen actor," dice, "es trabajar bien duro."

Gracias Señor Toohey por invitarnos y gracias Señorita Fenlon y Señor Sharp por acompañarnos esa tarde tan fría y llena de nieve!

Marina Ruiz, Bowen
Yvette Gonzalez, Waller





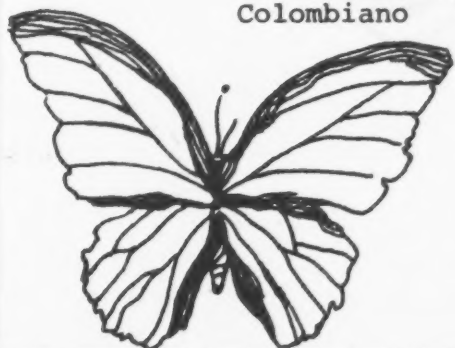
L A S M A R I P O S A S - - -

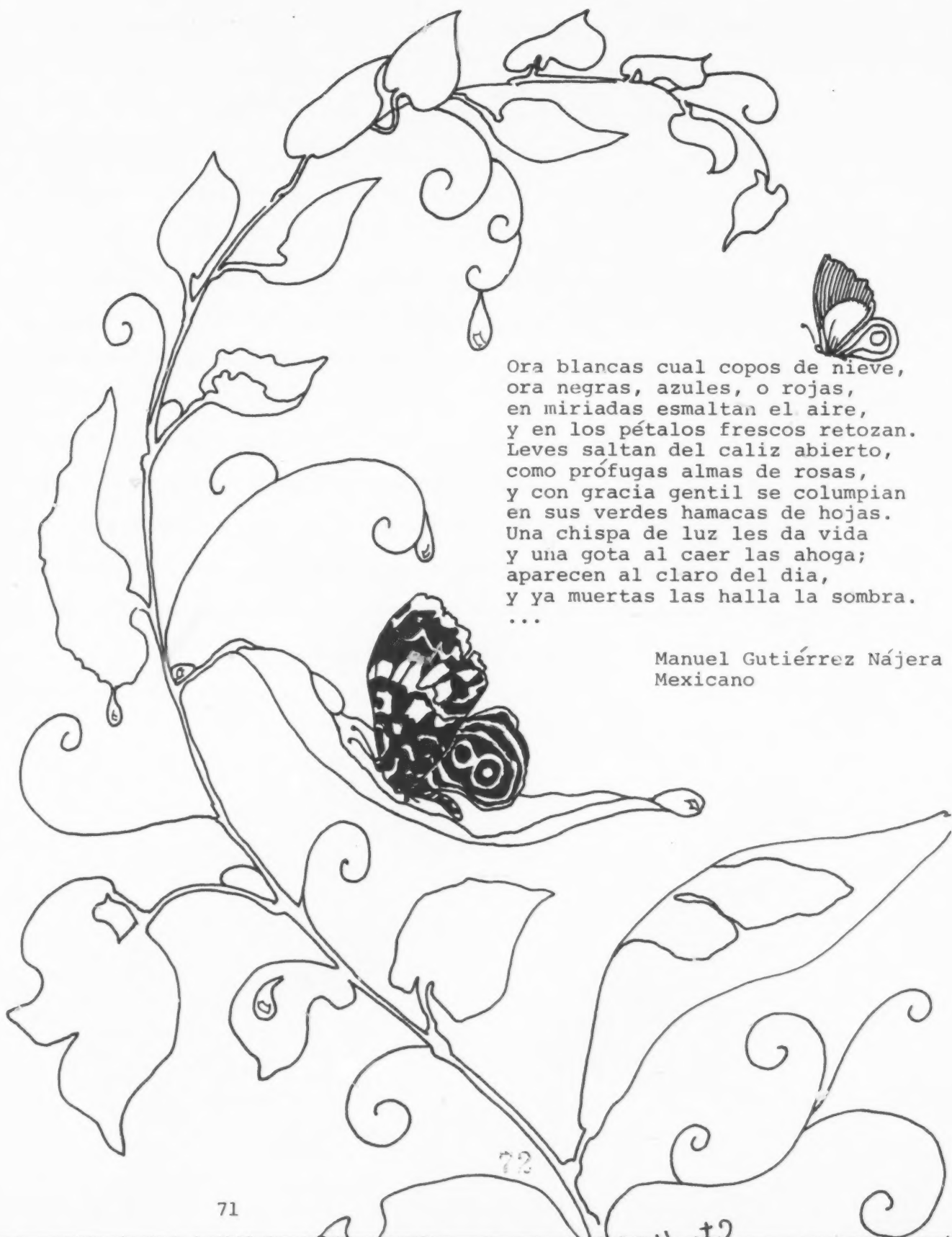
Niña de mi risueña tierra cálida,
ya no eres la crisálida:
eres la mariposa
que pasea sus galas
con dos alas
que parecen dos pétalos de rosa.

Ruben Darío
Nicaragüence

En tu aposento tienes,
en urna frágil,
clavadas mariposas
que, si brillante
rayo de sol las toca,
parecen nácares
o pedazos de cielo,
cielos de tarde,
o brillos opalinos
de alas suaves;
y allí estan las azules
hijas del aire,
fijas ya para siempre
las alas ágiles,
las alas, peregrinas
de ignotos valles
que, como los deseos
de tu alma amante,
a la aurora parecen
resucitarse,
cuando de tus ventanas
las hojas abres
y da el sol en tus ojos
y en los cristales.

José Asunción Silva
Colombiano





Ora blancas cual copos de nieve,
ora negras, azules, o rojas,
en miriadas esmaltan el aire,
y en los pétalos frescos retozan.
Leves saltan del caliz abierto,
como prófugas almas de rosas,
y con gracia gentil se columpian
en sus verdes hamacas de hojas.
Una chispa de luz les da vida
y una gota al caer las ahoga;
aparecen al claro del día,
y ya muertas las halla la sombra.

...

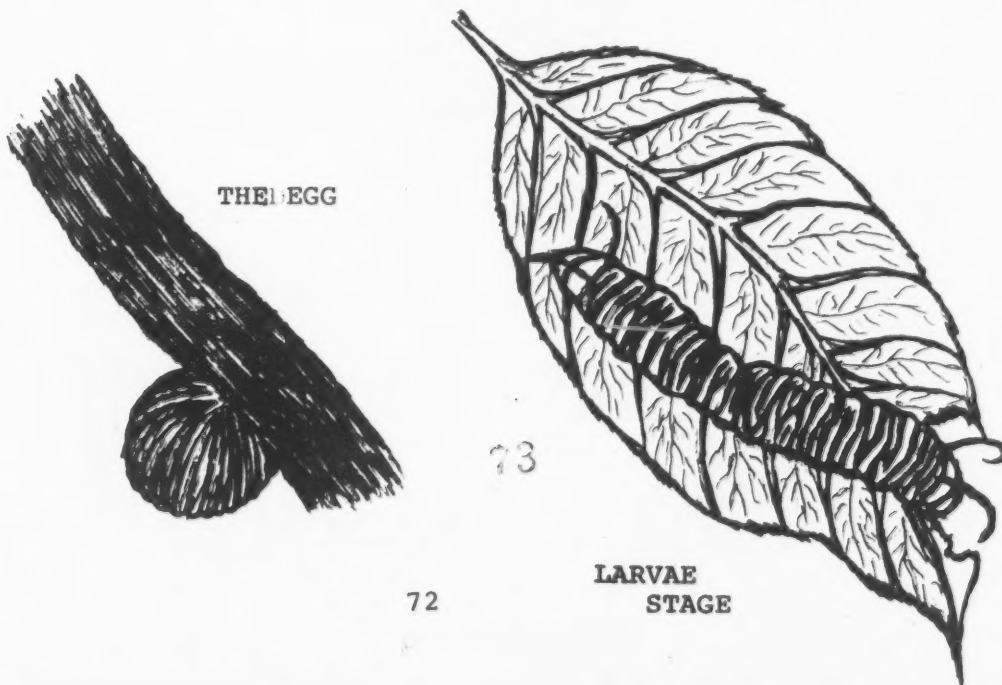
Manuel Gutiérrez Nájera
Mexicano

THE BUTTERFLY AND METAMORPHOSIS

by Tom Sharp

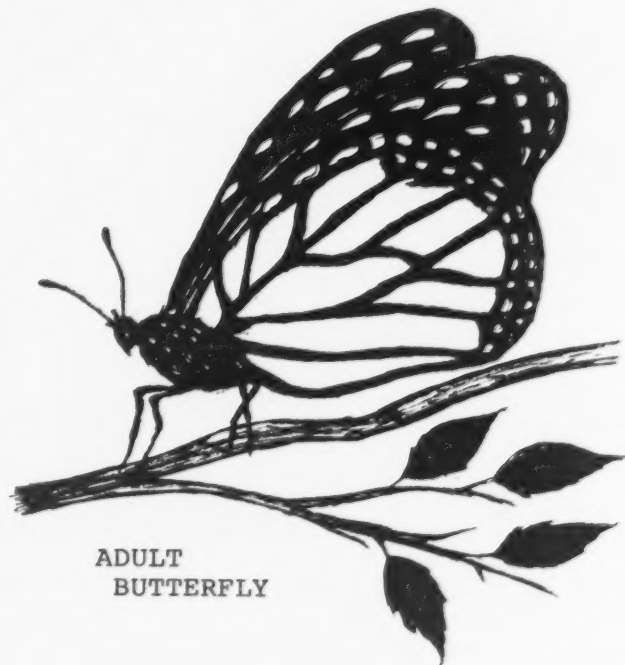
The life of a butterfly covers four distinct stages. The changes which occur during the four stages are known as metamorphosis. The first stage of the butterfly's development is the egg. The egg is laid by the female butterfly on or near plant food. The organs and body of the caterpillar are formed in this stage.

When the egg hatches, the insect begins the second stage of its development--the larvae stage. The larvae is the common caterpillar. During this stage the caterpillar spends most of its time in search of food. Caterpillars feed on leaves but, they are very particular eaters and will often starve to death rather than eat leaves which differ in size or color from those they fed on at birth. In the larvae stage the caterpillar develops large silk-producing glands below its jaw. When these glands are fully developed the insect is prepared to enter the third stage in its development--pupation.





PUPA STAGE



ADULT
BUTTERFLY

In the pupa stage the caterpillar does one of two things; 1) he attaches himself to a twig or branch and surrounds himself in a cocoon which he weaves from the silk in his body; or 2) he ties a silk sac to a branch and climbs into it. This sac is often used by large butterflies because it is more flexible and allows more space for the development of their wings. In this stage the insect's entire body is changed from a crawling caterpillar to a light, winged creature which can fly.

The adult butterfly which emerges from the sac or cocoon represents the last stage of development. The life span of the butterfly differs because of climate and geography; some live only a few weeks while others live more than five years. The butterfly spends much of its time in search of food and sometimes does damage by destroying plants; however, the butterfly also helps plants grow by spreading pollen.

SURVEY

QUE SIGNIFICAN PARA TÍ LAS PALABRAS

"EDUCACIÓN" Y "PRIMAVERA"?

WHAT DO THE WORDS "EDUCATION"

AND "SPRING" MEAN TO YOU?

In keeping with our theme "Spring: Rebirth in Education," members from the Bilingual Work-Study Program interviewed a number of students from various grades and schools in the Chicago area. While all the comments from the students were very interesting, lack of space limited us to select but a few.

EDUCACIÓN - EDUCATION

"Obedecer a mis padres y hacer lo que dicen mis maestros y... obedecer a la gente."

Ruben Velazquez, 8, Peabody Bilingual Center

"Learning, getting a good job."

Ramona Gonzalez, 8, Newberry School

"Learning more for the future."

Rosa Flores, 9, Newberry School

"To me it means to understand what you are doing and to get good marks."

Barbara Zavala, 9, Marsh School

PRIMAVERA - SPRING

"La primavera es tan bonita y caliente!"

"Smelling fresh air."

"Birds flying, flowers growing, a lot of rain, and...just having fun!"

"It means happiness because it is green and all colors. The grass, the trees and the flowers grow."

"Yo creo que la educación es algo bello porque no solo nos enseña a comportarnos, pero también nos enseña a querer a los demás. Esto es lo que me han enseñado a mí.."

"Es mi estación favorita. En las mañanas el sol y el aire estan mas bellos que nunca."

Blanca de la Paz, 10, Peabody Bilingual Center

"Esta palabra se debe de encontrar en todas partes porque quiere decir que no interrumpamos a la gente cuando esta hablando y cuando vamos de visita quedarnos sentados y quietos."

"Es cuando empieza a hacer calor, y empiezan a salir los pájaros. El pasto se pone verde y los árboles se llenan de retoños."

Isabel Cristina Mitre, 10, Peabody Bilingual Center

"It means a lot to me because it is important to getting a good job."

"It means lovely flowers, shrubs and BASEBALL!"

Ted Ostvich, 12, Marsh School

"It means that you learn from teachers, but you can teach yourself too."

"...that school is letting out, that summer is coming and that nature is waking up!"

Carolyn Gunn, 12, Peabody Bilingual Center

"To learn to write and speak right. To know to work problems. To know the world around us."

"That's the time I see beautiful flowers and birds. It's a nice time to go to the woods and have fun."

Isabel Portalatin, 13, Peabody Bilingual Center

"It means the science dealing with the principles and practice of teaching and learning."

"SOFTBALL!"

Brian Zuchowski, 13, Marsh School

"It means learning different subjects. I feel all people need education."

"I think it is the beginning of a new life, after the long, dreary winter. It is a time of happiness."

Mike Vlamis, 14, Marsh School

"It means school to me.
Whenever I think of education
I think of a job. To get a
good job you must have a
good education, and to get
a good education you must go
to school."

"Spring means the birds and the
bees, and the flowers and trees,
and the moon up above, and a
thing called love."

Lily Jankovich, 14, Marsh School

"To me it means that I have
to try hard. It is learning
everything we can; even if
we can't do something, it is
always nice to find out what
you can't do."

"Spring is what you can see in
the wilderness. It means we
should have more days of
vacation, too."

Aida Luz Cintron, 14, Peabody Bilingual Center

"Education to me means
knowing what you need to
survive in society."

"Nice days, cool nights, trees
blowing and grass turning green."

John Rogoz, 17, Tuley

"A time for learning and
being taught so in the
future you will not be as you
were the day you were born...
Getting prepared for what is
to come with the guidance
and help of teachers."

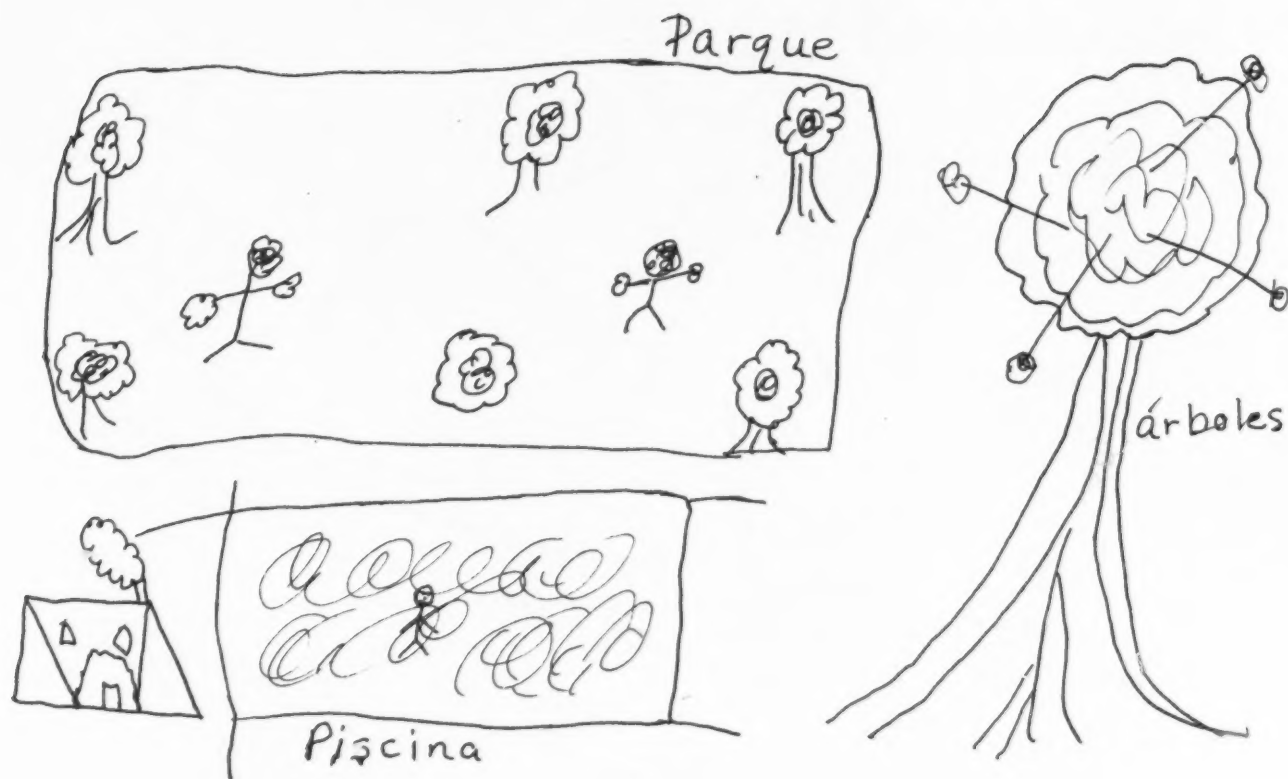
"It means time out for a...break!"

Donna Tomko, 17, Tuley

"Education is...an experience!"

"The life of many things; the
feeling of youth and joy in
the soul of people--young or old."

Roseanne Methe, 18, Tuley



Nelson Rodríguez.
Greeley school

20 de abril de 1972
T.E.S.L.

I Love Puerto Rico and Chicago

Me gusta Puerto Rico porque tengo parte de mi familia allá. Me gusta ver los árboles verdes, las casas blancas, azules, verdes y de muchos otros colores. También me gusta Chicago porque es una gran ciudad. Voy a las lagos, al Parque y a la piscina. También paseo con mi mamá a distintas partes de Chicago a visitar a nuestros amigos.

Nelson Rodríguez
Greeley school

Greece

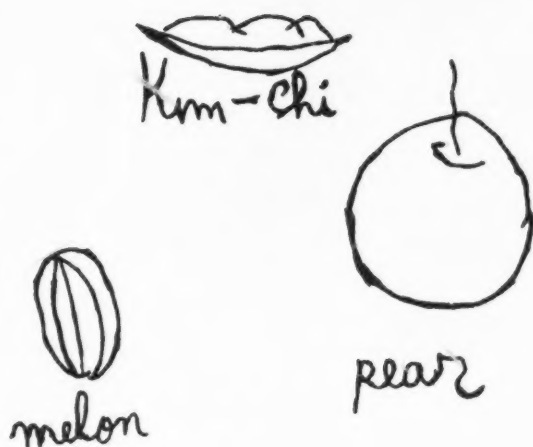


Betty P. Papadopoulos
Sheley School

April 19, 1972
Room 206-4

My Trip to Greece

I have three cousins in Greece and one cousin in Wisconsin. When I went to Greece for summer vacation, we went to the beach and swam. In the morning we ate good meals and we went out side and played. After lunch we had to take a nap because there were some bad gypsies and if we wouldn't sleep they would take us away and burn us in Greece. The weather is not very cold as in Chicago and it only snows sometimes in Greece. My uncle had a garden and there was trees that grew oranges lemons. My uncle had grapes on vines. We stayed in Greece three months.



Jee Choi
 Greeley School

304-25
 April 19, 1972

Korea

Korean people eat rice and Kim-chi.
 Kim-chi is very hot and tasty.
 Kim-chi is red.
 Korean fruit are the same as America, But melons and pears are different.
 We eat a lots of different foods but some are the same.
 Koreans use chopsticks.
 Korean dress is cute and different.



Jennette Báez
Greely School

May 2, 1972
206-4

Puerto Rico

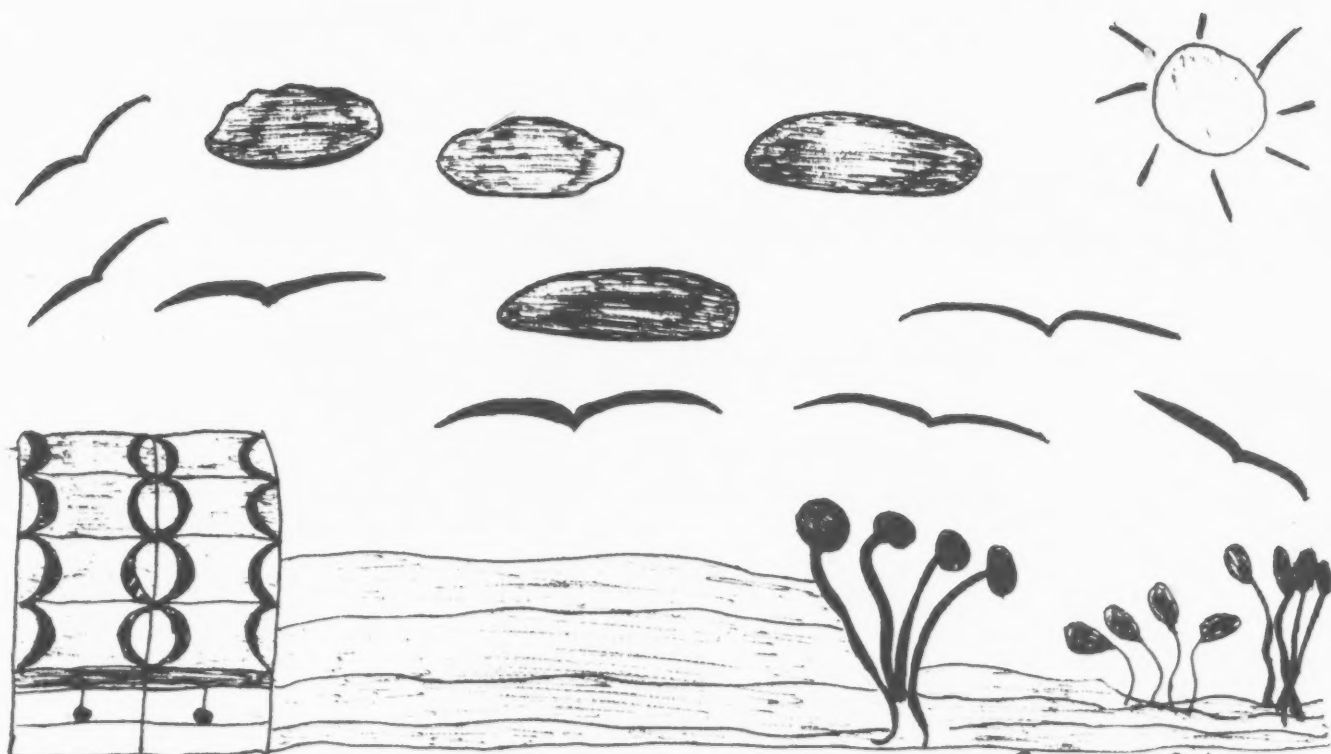
Puerto Rico is a tropical Island.

Puerto Rico is small.

I have a lot of friends in Puerto Rico.

I still remember my teachers.

My aunt is a teacher in Puerto Rico, and
so is my uncle.



Greeley School

Maria Gosa. Acapulco. 20 de Abril de 1972

A mi me gusta Acapulco porque es una ciudad muy hermosa y bella. En ella hay una playa muy linda. También hay frutas como coco, plátano, uvas, mangos, naranjas, y melones.

Pienso pasar mis vacaciones en Acapulco. Vení los árboles, las flores y los pájaros, en sacate vende y también en sol radiante.

Maria Gosa

BASEBALL IS . . .

A SERIOUS BUSINESS

FROM: You Can Do It Charlie Brown, by Charles M. Schulz
Holt, Rinehart & Winston, 1967.



EL JUEGO DE BÉISBOL

ES UNA COSA SERIA...



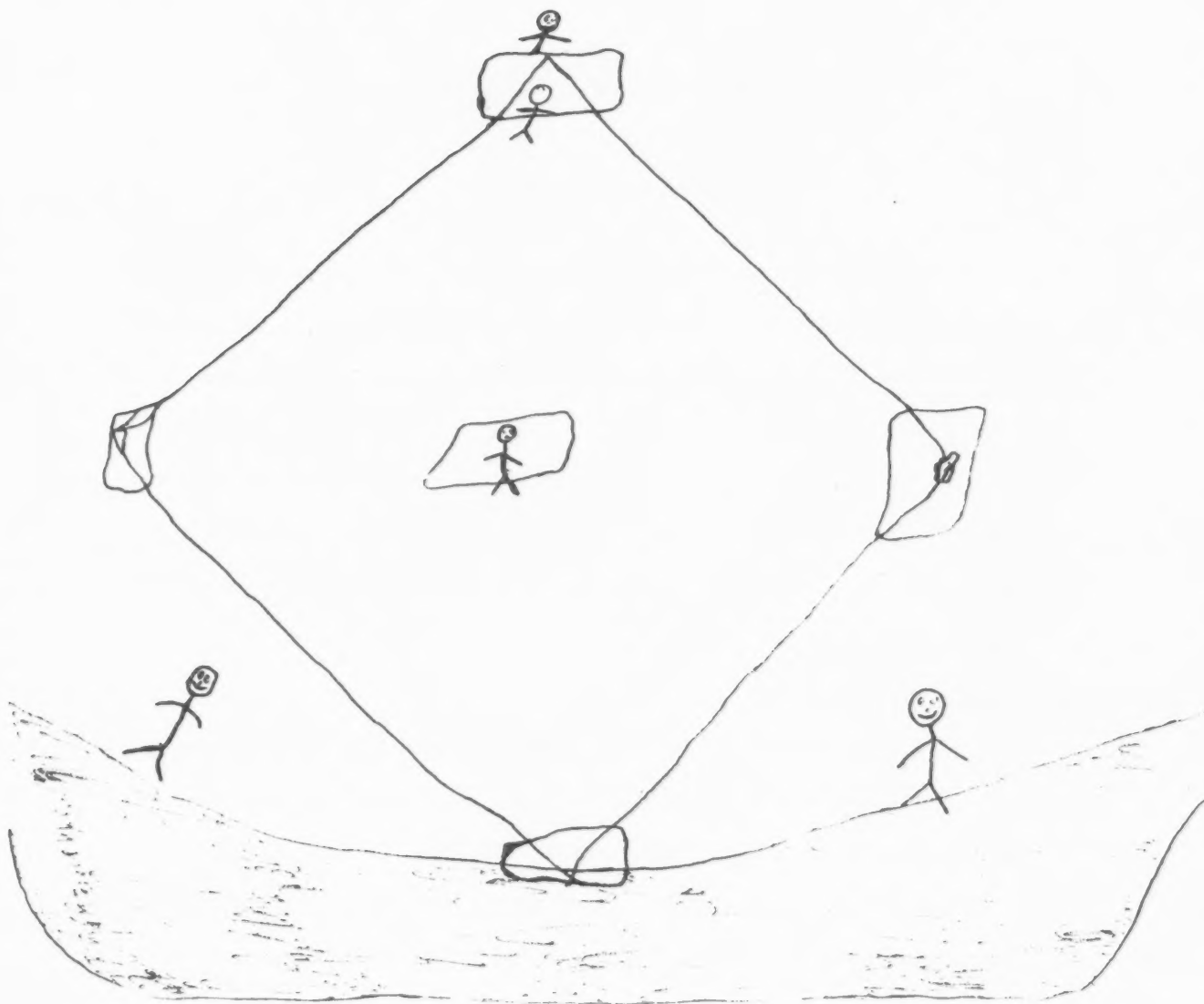
DE: Adelante, Charlie Brown, por Charles M. Schulz
Holt, Rinehart & Winston, 1969.



Alberto S
Greely

Baseball

When I grow up I want to be a baseball player. Baseball is a fun game to play. I like to play baseball because I like to hit the ball, run, and catch the ball. There are many players on a team. There are a catcher, a pitcher, a first base, second base, third base, left field, right field, and center. I would like to be a catcher.



Angel - Greeley

I like baseball because I like to run bases and I like to hit the ball with a bat. I play with my cousin and my brother and sisters. Its fun to play baseball.

SUGGESTED SPELLING GAMES

Contributed by

Mary Fenlon

How these games are used will depend on the needs of the pupils. We hope they are useful or instrumental in devising similar activities that can enrich classroom instruction.

Novelty Spell

Instead of calling words from a spelling list, why not ask questions such as: "Spell a word containing "GH" which sounds like "F". Spell "PLAY" with a suffix. Spell "WANTED" with a prefix."

Nym Game

Choose one pupil to be the scorekeeper and two teams of equal strength. Give each word, then say whether the pupil is to write its synonym, antonym or homonym. For example, "red" followed by a homonym: the pupil would go to the board and write 'red-read.' Alternate: form team 1 and team 2 as in a Spelling Bee. For each correctly spelled word the team receives one point and for each pair of correctly spelled words the team receives three points. If one team makes an error the other team may earn an extra point for correcting it. The team with the most points wins.

Mystery Word

You can work this game with teams or the whole group. You give a clue about the word. For example, "Your father's

brother is your _____?" The pupil who correctly spells "uncle" scores a point for himself or his team.

The Family Game

Write several endings for word families and ask the pupils to write as many words for those families as they can think of. For example, "IGHT" and "ID" would make light, night, bright, did, kid etc.

Spelling Upset

Pupils need paper and pencil. Ask words of individual pupils. All pupils must remember the words you ask so when you say "spelling upset" the pupils write all words that you have asked since the last time you said "spelling upset."

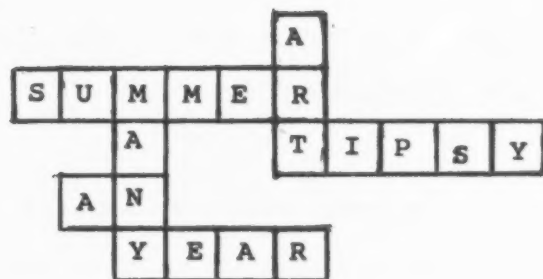
Team Spelling

Pupils are divided into two teams. Two sets of letter A-Z are made up. The teacher calls out the words and pupils with the letters of that word step forward and form the word. The first team to spell the word correctly scores a point for the team.

Scrabble (small group game 4 to 5 pupils)

Using the cards made up above, extra letters for vowels and letters s,t,r,m,n,d,b,p, the pupils in small groups can play a game similar to scrabble. Shuffle the cards and deal seven to each player. Children can sit in an open area on the floor or at a large table and spell words making a crossword puzzle on the floor or table. For each correctly spelled word the pupil gets a point for each letter in the word.

For example: (see next page)



Hospital Ward

On a bulletin board place 6 to 8 beds made so that a card can be inserted. When a word is missed by a number of children print it on a card and place it in a hospital bed. Check the word throughout the week. If the words are not missed then they go to a small house near the hospital called the "Recuperation Home." After another week or so they may be released if mastered in regular work.

. . . EVERYTHING IS A LESSON

We read and studied out of doors, preferring the sunlit woods to the house. All my early lessons have in them the breath of the woods--the fine, resinous odour of pine needles, blended with the perfume of wild grapes. Seated in the gracious shade of a wild tulip tree, I learned to think that everything has a lesson and a suggestion. Indeed, everything that could hum, or buzz, or sing, or bloom, had a part in my education . . .

Helen Keller

PRIMAVERA



Completa esta lámina con:
el dibujo o el nombre de los frutos que abundan en PRIMAVERA.
Haz el dibujo o escribe el nombre de las flores que hay en PRIMAVERA.

EL FRIJOL

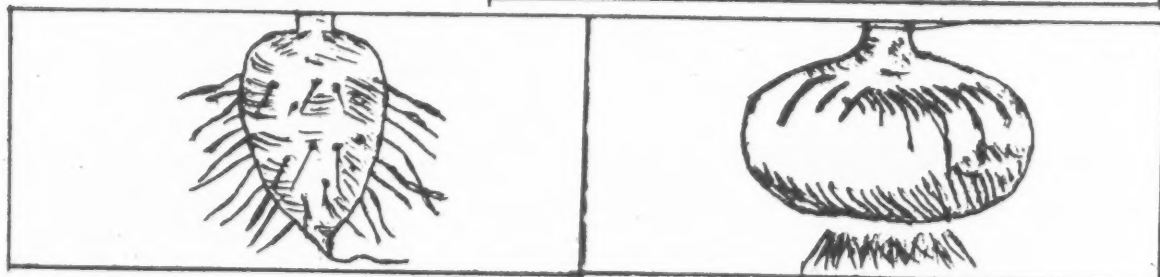
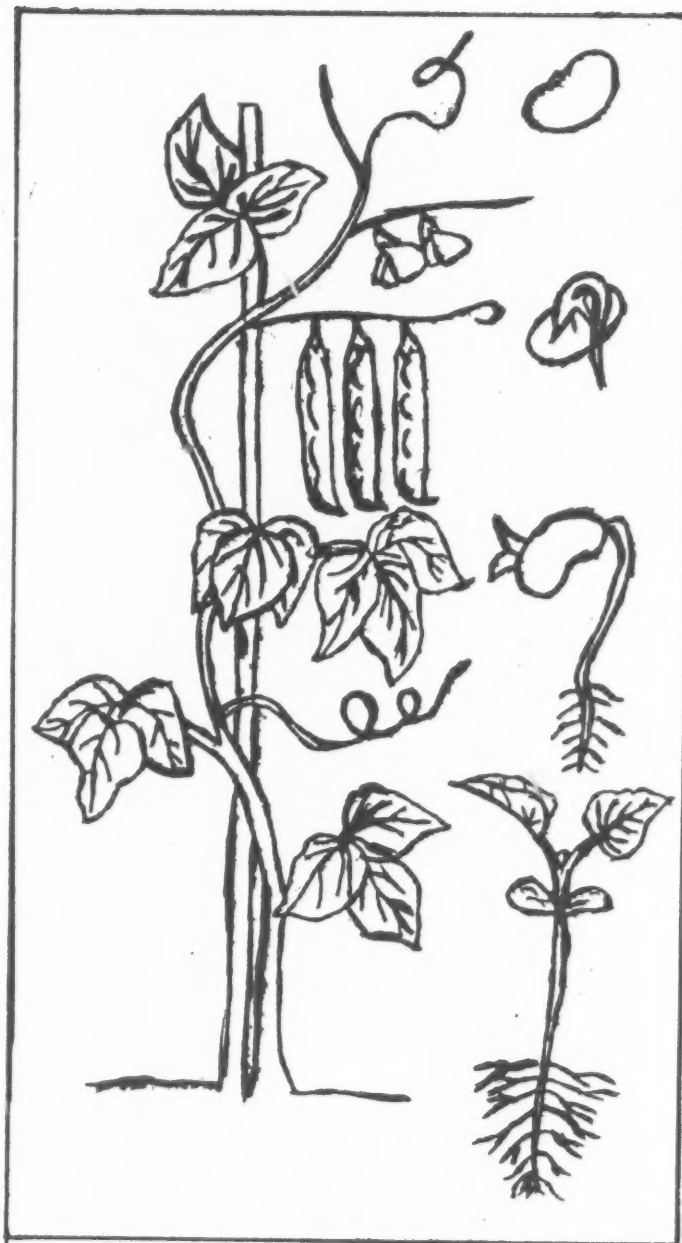
Esta semilla, como todas las demás, se siembra en la tierra preparada a tal fin.

A los pocos días, aparece la raíz que, por ser tan pequeña, se llama radícula.

La radícula crece y aparece el talluelo. Así se llama el tallo recién nacido. En el talluelo nacen dos hojitas. El talluelo y sus hojitas se esconden entre las dos partes que forman una semilla de frijol.

La radícula se convierte en raíz y el talluelo en tallo.

Aquellas dos pequeñas hojitas que nacieron en el talluelo, han crecido y se ha formado la planta.



LAS FLORES

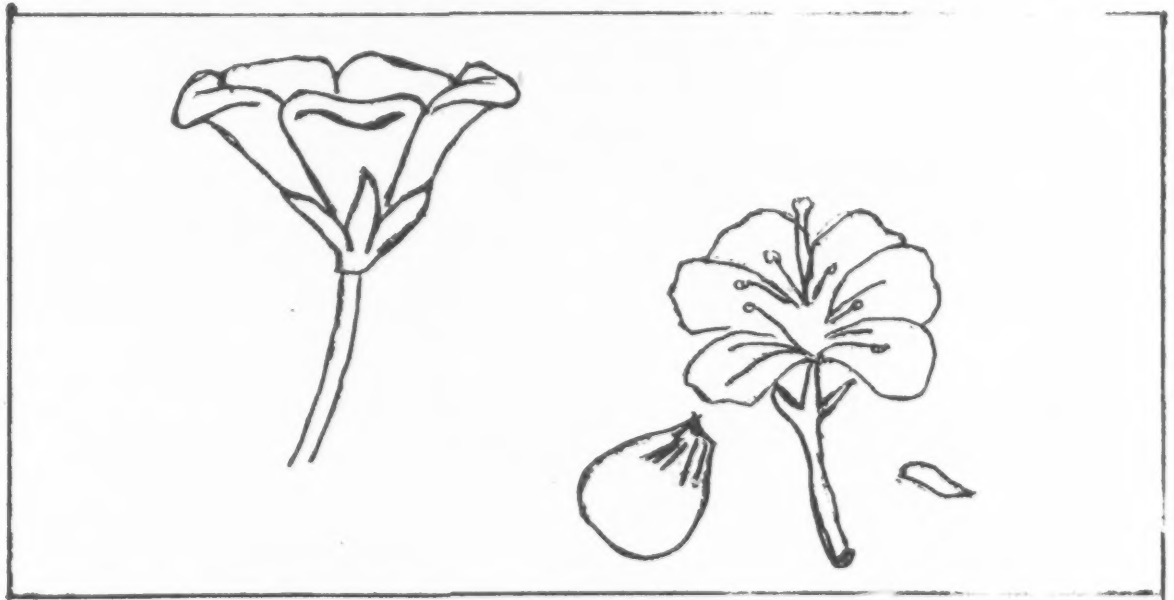
Carmela hizo un ramo de flores.

—Miren, ¡qué bonito ramo! Todas las flores son diferentes, distintos sus colores y sus formas.

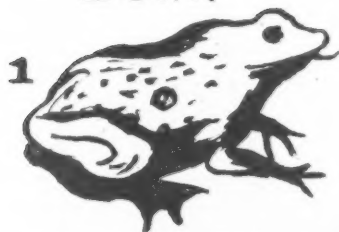


La flor tiene varias partes. Cada parte tiene un nombre especial.

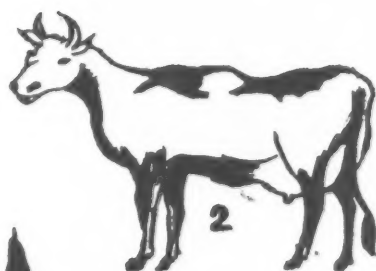
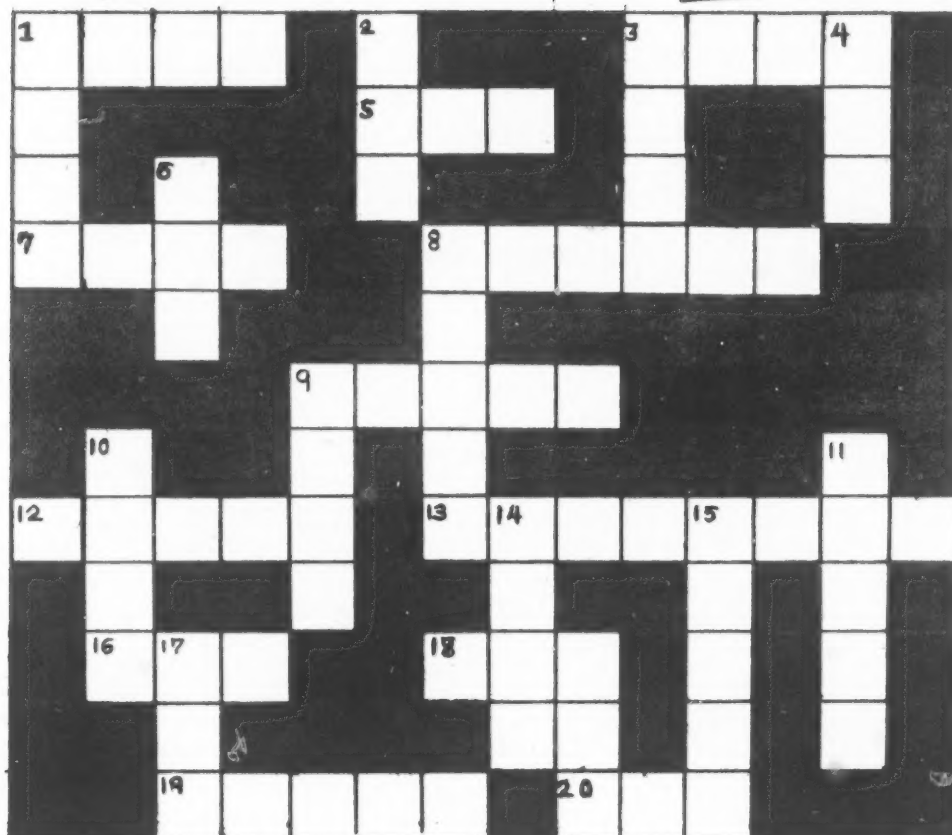
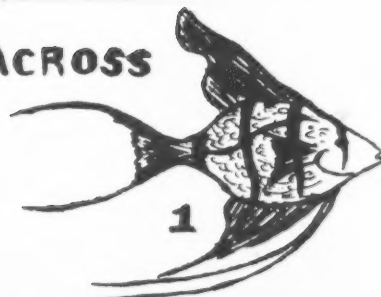
COROLA PISTILO CÁLIZ ESTAMBRE PÉTALO SEPALO



DOWN



ACROSS

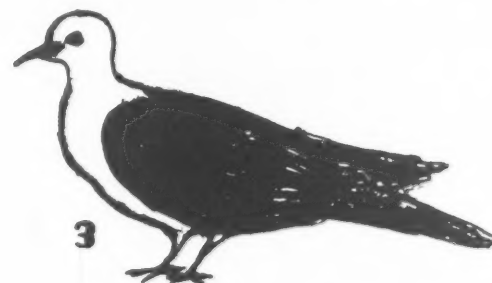


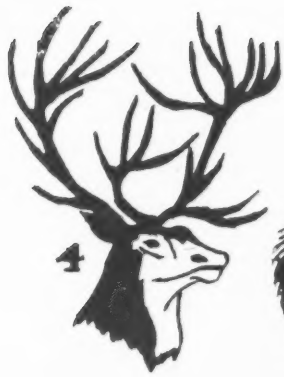
Animal

Crossword

Puzzle

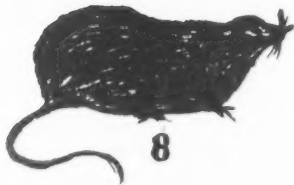
by
M. Fenlon
E. Tavaréz



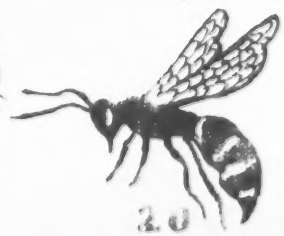
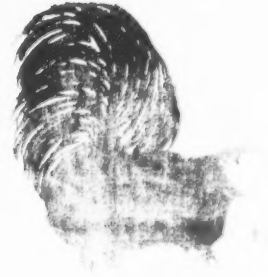


DOWN

Answers on
page 40



ACROSS



MAKE A WISE OLD OWL - - -



Part A
Parte A

DICEN QUE EL BUHO O LA
LECHUZA ES UN PÁJARO VIEJO
Y SABIO. ¿SABES POR QUÉ?
PORQUE SIEMPRE ESTÁ
PREGUNTANDO: "WHO, WHO,
WHOOOOOOOOOOO?"

OWLS ARE SAID TO BE WISE, OLD
BIRDS. DO YOU KNOW WHY?
THEY ARE ALWAYS ASKING,
"WHO, WHO, WHOOOOOOOOOOO?"

Samadi Yamada in his book, Paper Playtime,
shows how to make a paper owl.

1. Dobla cuidadosamente una hoja de papel a la mitad. (Se recomienda cartulina o papel grueso.)
2. Dibuja o traza la figura como se muestra en la próxima página y recórtala.
3. Dobla la parte A hacia el frente para completar la cabeza y las orejas.
4. Dobla las patas primero hacia arriba, luego hacia abajo como se ve en la lámina (arriba).
5. Pinta el cuerpo del color que tu quieras dejando los ojos blancos para que brillen.

1. Carefully fold a piece of paper in half. (Use construction or heavy paper)
2. Draw the owl as shown on the next page and cut out on the outlines.
3. Fold part A to the front to complete the head and ear-like feathers.
4. Fold the legs first up then down as the chart shows (above).
5. Color the entire body just like an owl, but leave the whites of the eyes bright white.

